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ABSTRACT

This junior high school level curriculum guide on drug education is a revision of a 1981 guide. It is one of nine sequential guides for elementary and secondary teachers and administrators designed to prevent drug misuse and abuse through combined cognitive and affective development. The affective model upon which this curriculum is based has three components: development of self-image and positive self-concept, development of communication skills, and the development of coping skills. The introductory section provides necessary background information for successful program implementation: philosophy and design of the curriculum, teacher methods, topical outline of the kindergarten through grade 12 curriculum, and developmental traits. The instructional units include a preliminary materials list and three to four concepts, each with two or more objectives, and one or more activities per objective. Accompanying worksheets and illustrations are also included. Topics for junior high focus on maintaining the homeostasis of the body, drugs and society, motivations for drug use, and communication skills. Appendices referred to in the curriculum are available separately from the New York State Education Department. (ABL)

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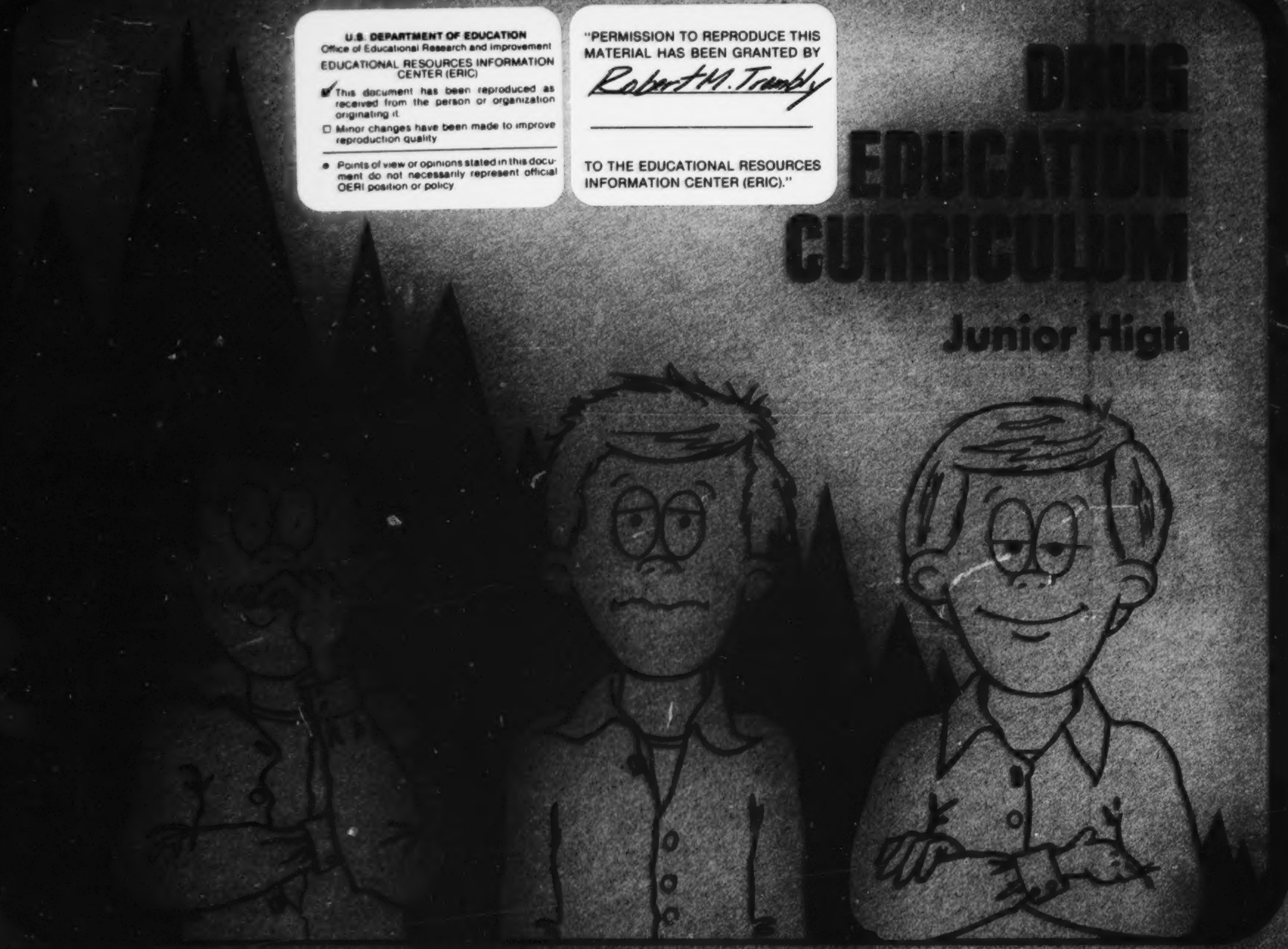
DRUG EDUCATION CURRICULUM

Junior High



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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

DRUG EDUCATION CURRICULUM

JUNIOR HIGH

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FOREWORD

This new Drug Education Curriculum Guide is one of nine separate documents - one for each elementary grade level, K-6, one for junior high, and one for senior high. The curriculum is intended for use in all of the schools, public and nonpublic, in New York State. It was developed as a direct result of the Board of Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. The Plan was adopted by the Board in May 1979 in response to the problems of substance abuse which have and continue to be of great concern in our society.

The curriculum provides school administrators, Health and Drug Coordinators and teachers with direct assistance in meeting the requirements of New York State Statute Chapter 982, 1977 (Education Law, Section 804) and insuring compliance with the Regulations of the Commissioner of Education, particularly Sections 135.1 and 135.3.

A cooperative school/community relationship is essential to the development of a comprehensive drug education program in which this new curriculum can be the foundation piece. While the curriculum can be implemented without extensive inservice education, an orientation workshop would be helpful and is recommended. The actual use of the curriculum will in itself be an inservice experience for the teachers.

It is generally acknowledged that the cost of substance abuse in our nation is enormous. A recent report of the U.S. Office of Drug Abuse Prevention estimates our annual cost to be: alcohol - $42.7 billion, tobacco - $25 billion, and drug abuse - $10.3 billion. It is estimated that 17% of present or past abusers of intravenous drugs are at risk of contracting AIDS (Acquired Immune Deficiency Syndrome), a disease complex characterized by a collapse of the body's natural immunity against disease. Approximately 50% of all persons diagnosed with AIDS have died. While a large portion of these costs are appropriately targeted for treatment and rehabilitation, it is very important to focus more attention on the implementation of primary prevention programs. The logic of effective primary prevention as a means of reducing the costs of rehabilitation and treatment would seem to be self-evident; yet it is unfortunately often overlooked in assigning funds for the development and implementation of programs. While it is, and should be, a matter of priority that the afflicted receive our first attention, many of those not afflicted, if neglected, may soon join them. A majority of students in our schools today need help in acquiring some of the attitudes and skills included in this curriculum to enable them to be responsible for using substances wisely to maintain health.

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Materials List 1

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Appendices:

Appendices referred to in the curriculum are available as separate, periodically updated bulletins. Single copies for local duplication may be obtained from the Bureau of Drug Education, State Education Department, Albany, NY 12234. Titles planned at press time include those listed below. (New titles may become available, or may replace these.)

A Definition of Drug Abuse Prevention
Alcohol and Drug Abuse Prevention Materials of Special
  Interest to Minority Groups
Alcohol and Drug Education Resource Agencies
Alcohol, Tobacco and Drug Education Periodicals
Alcohol/Drug Interactions Fact Sheet
The Alternatives Concept
Communication with Doctors and Pharmacists:
  A Guide to the Wise Use of Prescription Drugs
Drug Abuse Prevention Bibliography for Parent Education
Drug Education References for School Staff
Packaged Programs for Health and Drug Education
Possible Signs of Drug Misuse or Abuse
Student Drug Use in America: Overview of Key Findings

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM

THE SCHOOL'S ROLE

Drugs are a part of everyday life in our society, and drugs and drug paraphernalia may usually be obtained by those who wish to use them. While there are many ways to approach the problem of drug misuse and abuse - through legislation; incarceration; controls on growing, manufacturing and marketing; increased supervision of young people, etc. -clearly the most effective approach is to remove the self-destructive and/or misdirected motivations of people who engage in drug misuse and abuse behavior.

While schools cannot achieve this goal alone, they can help lead the way. School drug education programs can promote and direct positive motivations in children through the integration of knowledge with affective skills development; also, schools are perhaps uniquely able to serve as catalysts for bringing communities together for a cooperative effort in a supportive environment.

As a cooperative school-community program progresses, participants will become aware that their efforts are not only leading them to make an impact on the problem of drug abuse among youngsters, but they are also producing healthy side-effects. These side effects have far-reaching implications for overall health, school achievement, improved attendance and reduced vandalism and delinquency. A new sense of pride and purpose grows among all those involved in, and affected by, the program.

SCHOOL RESPONSIBILITIES

All schools have several basic responsibilities for drug abuse prevention programs, as outlined by Education Law, Section 804, Commissioner's Regulations as they apply to all of Health Education, and the Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. These include:

1. To provide all students, K-12, with an instructional program designed to develop the attitudes and skills required to make healthy decisions.
2. To involve students in activities that contribute to their sense of self-worth.
3. To insure that the instructional program is conducted by teachers with adequate preparation who provide healthy models for their students.
4. To integrate learning with related subject areas in a manner supportive of program objectives.
5. To coordinate in-school programs - education and service - for more effective drug abuse prevention.
6. To coordinate school programs with those offered by the community, cooperate with community agencies and utilize community resources to reinforce learning in both settings (school and community).
7. To develop, for general publication, written policies and procedures for handling all drug-related situations which may occur on school property. These policies and procedures should emphasize: 1) referral processes that

demonstrate a desire to help and rehabilitate students and faculty with drug-related problems and 2) "due process" for students or staff members charged with violations of school policies or laws.

8. To involve parents, students, community agency professionals and community leaders along with school staff in planning program policies and reviewing or participating in other aspects of the program.

OBTAINING SUPPORT FOR PROGRAM IMPLEMENTATION

Basic to the success of the school drug abuse prevention program is the support obtained from the school board, administration, parents, and the community at large. Where to begin is a judgment best made locally. Some suggestions regarding what to begin with may help you decide the most productive route in your district or school. Before you start, it is suggested that you have:

1. A clear understanding of the school's role in preventing substance misuse and abuse and of effective teaching methods for meeting this goal (e.g., an emphasis on positive self-concept and the development of life skills, with drug information presented within the context of affective objectives).

2. Statistics from recent surveys regarding drug misuse and abuse among youngsters on national, state and local (if available) levels.

3. A list of key people in the community whom you believe will be supportive.

4. Support from community agencies and experts. (It is a good idea to call or visit the March of Dimes, Council on Alcoholism, Community Mental Health Center, Drug Abuse Council and/or County Health Department, for example.)

5. A list of community, state and federal resources that can be used in the program. (See chart, p. x, for ideas.)

6. Ideas for promoting cooperative efforts to meet needs and fill possible deficiences.

PARENT AND COMMUNITY INVOLVEMENT

In a society such as ours, where young people are frequently encouraged to be independent and to make their own decisions, it is imperative that the school, the home, and the community cooperate in providing consistent and supportive policies, leadership and messages that guide youngsters rather than confuse or alienate them.

Such underlying causes of drug abuse as stress and anxiety, negative peer pressure, low self-esteem, inability to cope with emotions, and a lack of positive alternatives must be recognized and addressed concurrently in schools, at home, and in the community at large. Plans for action must compliment one another so that the youngster feels a sense of direction and consensus in communications with his or her teachers, parents or support people in the community on questions dealing with drugs or drug-related issues.

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM, CONT'D

The school can take the initiative in bringing together the domains of school, home and community to develop a comprehensive and well-coordinated drug abuse prevention plan. The plan should be based upon a statement of philosophy, which incorporates the following premise:

If our young people have:

- acquired basic concepts regarding health-related matters;
- a positive view of themselves and their ability to exercise a measure of control over their lives;
- family and friends to turn to in times of stress;
- fulfilling and supportive experiences in schools, families, and other social environments;
- experiences in making personal decisions based on their own values, and on the consequences of their behavior...

they are less likely to misuse and abuse drugs.

The success of even the best-planned school program will greatly depend upon the degree of cooperation and support which community, school and parent groups are willing to offer. The greater the amount of parent and community involvement, the more hopeful the school can be that its concentrated efforts will fall on fertile ground. Some specific ideas to insure parent and community involvement are:

1. The district/building Health or Drug Coordinator is primarily responsible for identifying community resources relating to drug abuse. This information should be compiled and made available to school staff.

2. Community agency personnel or other community professionals with an interest in drug abuse prevention should be encouraged to make presentations to the school board, school administrators and other appropriate audiences.

3. A Community Awareness Day: As soon as a district steering committee has been formed and resources have been identified for implementing the program, a Community Awareness Day should be planned. The main purposes of the Community Awareness Day are 1) to receive input from parents and community members regarding their needs, interests and concerns and 2) to establish a solid basis for follow-up meetings and plans involving those persons who are willing to make a commitment to the program. Since this introductory event can be crucial to the eventual success of the program, it must be planned carefully. Appropriate school and community personnel should be identified to present clear, accurate information on school and community drug-related issues and concerns. Roles and responsibilities for drug abuse prevention and education programs and the need for the involvement, cooperation and support of parents and community members must be emphasized. Questions or concerns that attendees are likely to raise should be anticipated, to gain a measure of control over what may be an emotional subject for many. Student representatives should be encouraged to attend to present their views and reactions.

4. Community professionals and parents should be invited to serve on school committees related to policy development, to program, to curriculum development and evaluation, and to materials review.

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM, CONT'D

5. Student activities should extend beyond the classroom into home and community. Student surveys, interviews and research assignments provide ways to relate learning to life experiences. Student-produced audiovisuals, plays, demonstrations, debates, pamphlets, etc. can promote parent and community interest in and support for the program.

6. Parent groups should be enlisted to assist in identifying the needs of parents in the community, in obtaining resources to meet these needs and in getting parents and other community members involved in positive approaches to drug abuse prevention.

7. Parent education should be an integral part of the program. Many approaches can be used: take-home material, neighborhood seminars, adult continuing education classes, parent-child communication seminars and workshops in parenting skills, to name a few.

8. "Back-to-school nights" should be arranged to give parents an opportunity to observe classroom activities and student work related to drug education.

COMPONENTS OF A COMPREHENSIVE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM

COORDINATION COMPONENT

SCHOOL NEEDS

- Program stressing prevention
- In-school coordination
- In-service staff training
- Development of community linkages
- Written policies and procedures, available to the public
- Long-range commitment
- Parent involvement
- Sequential K-12 educational program for all students, as a part of health education
- Inderdisciplinary integration
- Resource center
- Positive modeling
- Materials budget
- Program evaluation
- Supportive health and pupil personnel services
- Counseling for students
- Enforcement procedures for rules and regulations
- Cooperation with police agencies

COMMUNITY NEEDS

- Greater awareness of school roles and programs
- Public awareness and education programs
- Coordination among agencies
- Programs to develop drug alternatives for potential drug abusers
- Better counseling programs
- Youth volunteer programs
- Apprenticeship opportunities for youth
- Youth groups and youth centers, with planned activities and positive leadership
- Greater involvement of churches, employers and community leaders
- More effective police involvement

HOME NEEDS

- Parent awareness programs
- Neighborhood seminars
- Parent training in drug abuse prevention
- Communications skills training for parents and their children
- Training for positive parenting
- Parent support groups
- Reinforcement of school learning
- Positive modeling
- Supportive environment

SOURCES OF HUMAN AND/OR FINANCIAL ASSISTANCE

- * School District
- * BOCES
- * Local Government
- * County Groups
- * State Government
- * Federal Government
- * Health and Drug-Related Agencies
- * Church Groups
- * Service Groups
- * Professional Organizations
- * Colleges, Universities
- * Chamber of Commerce
- * Independent Business Groups
- * Police Departments

PHILOSOPHY AND DESIGN OF THE CURRICULUM

The primary focus of the Drug Education Curriculum is prevention of drug misuse and abuse through combined cognitive and affective development. Research has shown that drug education programs which include objectives that enable students to:

- learn credible information;
- improve their self-concepts, (self-images);
- communicate effectively with others; and
- solve problems and make informed, responsible decisions

result in significant reduction of:

- referrals for drug-related activities and absences;
- instances of disruptive behavior among students; and
- instances of school property damage.

Research has also shown that information is a factor which influences values, problem-solving, decision-making and risk-taking behaviors. To influence behavior positively, however, information must be contained within the broader context of affective skills development.

The affective model upon which this curriculum is based has three components: The development of self-image and positive self-concept; the development communication skills; and the development of coping skills.

The Development of Self-Image and Positive Self-Concepts: Research demonstrates that young children exposed to affective educational activities and materials, designed to improve self-concept and acceptance of others, significantly improve their self-concepts. Individuals with poor self-concepts are more likely to misuse and abuse drugs than individuals with positive self-concepts. Significant reduction of drug use was also found among students exposed to humanistic education, which includes values clarification and values sharing programs. Current data suggests that values clarification and values sharing exercises have positive outcomes for drug abuse prevention education. The Drug Education Curriculum includes objectives and activities designed to improve self-concept, and acceptance of others. It also implements values clarification and values sharing at all levels.

Development of Communication Skills: Skills in effective interpersonal communication enable students to realize a measure of control over their lives and environment. These skills help them to express themselves clearly in a positive and acceptable way, listen actively to others, and share and accept thoughts and feelings as a part of meeting their own needs and those of others. They also help students to bridge communication gaps with parents and other authority figures.

The practice of non-judgmental interaction and sharing has been found to reduce drug use. Sharing thoughts and feelings in a supportive atmosphere enables students to broaden their awareness and acceptance of alternatives to drug use for changing feelings and meeting needs. Assertiveness skills help students resist the pressure of peers to behave in ways that are against their own better judgement. Skills in dealing with stress and pressure can prevent some students from turning to drugs for this purpose. The Drug Education Curriculum includes sequential attention to the development of these skills.

The Development of Coping Skills: Problem-Solving/Decision-Making. Research has indicated that problem-solving/decision-making processes can be taught effectively to fifth and sixth graders and that, in considering drug decisions, these students expressed healthy attitudes regarding drug use. One approach to decision-making is the force-field analysis. The force-field analysis has been identified as an effective means of teaching students to focus on pressures operating in a particular environment. The Drug Education Curriculum develops problem-solving/decision-making skills, including the force-field analysis, and integrates activities related to problem-solving/decision-making throughout the program.

Features of the Drug Education Curriculum:

1. The curriculum is designed for direct teacher use in the classroom, rather than as a reference document for a local writing committee. Thus it has been printed as nine separate booklets: seven for K-6, one for junior high and one for senior high.

2. The curriculum is a self-teaching and reference document, as well as a teaching guide, which includes background information, descriptions of teaching methods, suggestions for evaluation and the use of community resources and other helps.

3. The curriculum is sequential. While each grade offers a complete grade-level curriculum, following grades build on and reinforce previous grades without repetition beyond what is needed for review.

4. Concepts represent threads of continuity running through the entire K-12 program.

5. Objectives may be grade-specific, may be developed sequentially to build on a previous grade, or may skip one or more grades, then reappear for review or more sophisticated development. Objectives are worded behaviorally and measurably.

6. Few activities are repeated, although similar experiences are provided on several levels. An effort has been made to include alternate activities - basic and more advanced, individual and group, those that require materials or audiovisuals and those that do not - wherever possible, to meet the varying needs of classroom teachers, and their students.

7. Activities requiring films, storybooks or other materials which must be purchased (other than essential references) are designed to be supplementary rather than basic to the curriculum.

8. Of the materials listed for each grade, only a few basic references and soft material supplies are required to implement the curriculum. Worksheets for teacher duplication are included for each grade. Information sheets, story pictures and patterns are also provided.

9. A column at the right-hand side of each curriculum page provides the elementary teacher with a reference for subject integration of material and the Health Coordinator with suggestions for coordinated efforts with teachers of other subject areas at the secondary level.

10. At the end of each concept, a Culminating Concept Evaluation Activity is included to provide the teacher with feedback from students relating to each completed section.

11. A tear-out Evaluation Form at the end of the guide allows the teacher to become a participant in State level assessment and revision of the curriculum.

The district/school Health or Drug Coordinator is primarily responsible for insuring that teacher selection of activities and resources is coordinated sequentially. The district/school Health Education Curriculum Committee may also choose to adapt the curriculum to local needs and resources through Committee selection, in consultation with teachers, of grade level activities and materials.

CURRICULUM EVALUATION

Evaluation is built into the Drug Education Curriculum, and occurs as the teacher develops a unit as well as at the completion of a unit. During evaluation, information is gathered which focuses on the program, the student's learning and progress, the classroom environment, and the curriculum content. The feedback received can be used to shape the course of study to better suit the needs of teachers and students.

A variety of methods have been used in this Drug Education Curriculum to help gather evaluation data:

1) **The curriculum is designed to be self-evaluative.** Objectives are written in measurable terms and activities are designed so that their completion involves students as active, observable participants. Thus observation of student behavior frequently provides the teacher with a means to assess student progress and goal attainment. Extra support can be provided for those students who experience difficulty with specific activities or in achieving specific objectives.

2) **Record-keeping** is suggested after the development of each concept throughout the curriculum. These records should reflect the progress of the students. Attitudinal learning activities can be augmented for those students who require support in order to achieve the defined behaviors. Teachers are also encouraged to note activities which were received with enthusiasm and those which required further development. The curriculum is personalized and shaped to meet the needs of most teachers and students.

3) **Culminating Concept Evaluation Activities** are included in the curriculum. Cognitive tasks, including paper and pencil activities, are used to evaluate content learning. Question activities are written which require students to respond at different cognitive levels. Questions of knowledge, application interpretation, analysis, and synthesis are used to make the paper and pencil tasks more interesting and viable. Open-ended evaluation sheets for students to complete are also included at each grade level. Students are invited to actively participate in providing feedback about information and activities. In this way, the curriculum is shaped by the students to meet the needs of future students.

4) A tearout **Evaluation Form** is provided at the back of each curriculum booklet. Teachers are asked to fill out this form when they have completed their Drug Education Unit and return it to the Bureau of Drug Education, New York State Education Department. The form solicits the reactions of teachers to the Curriculum Guide and opinions which students provided through evaluation activities in the curriculum. These forms will be used by the Bureau to guide the preparation of future guides.

EVALUATION REFERENCES

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TO THE TEACHER: HOW TO USE THIS GUIDE

Each grade level Drug Education Curriculum Guide is divided into three sections: 1) an introductory section, 2) instructional units and 3) appendices.

The **INTRODUCTORY SECTION** provides teachers with necessary background information for the successful implementation of the instructional program. Introductory material is page-numbered with lower case Roman numerals.

The **INSTRUCTIONAL UNITS** include a preliminary materials list and three to four concepts, each with two or more objectives, sequentially arranged, and one or more activities per objective. Accompanying worksheets, illustrations, etc. are contained within the instructional units.

The **APPENDICES** include a variety of reference materials of interest to teachers and other school staff. A glossary of terms is included in grades 5-Senior High. Other appendices, formerly included in each booklet, are now available as separate, periodically updated, bulletins. Single copies for local duplication may be obtained from the Bureau of Drug Education, State Education Department.

It is recommended that teachers use a procedure similar to the following when using this guide:

- Read through the introductory section to gain a thorough understanding of the task to be undertaken, not only within the classroom, but also on a broader scale.
- Scan the instructional units and appendices to get an overview of what they include.
- Identify any weaknesses in personal preparation for teaching basic material and initiate plans to help strengthen these weaknesses.
- Talk to other teachers, staff, etc., to gain perspective on district goals and plans or to stimulate the development of these where they are in need of augmentation or revision.
- Discuss with previous and later-grade teachers, and with the Coordinator, the objectives that need emphasis in your particular grade or class, to insure that district priorities are met, that the K-12 program has continuity, that your time is used efficiently and that related subjects are taught in a manner supportive of the curriculum.
- Plan your activity schedule. Determine the time available by reference to district priorities, the total school health curriculum, identification of overlapping objectives with other areas of health and possibilities for integration of material with other subjects.
- Based on the characteristics of the class, the materials available to you and your personal judgement, select the activities you will use from those suggested. Note that each concept includes a Culminating Concept Evaluation Activity at the end. Where this is to be used, students need to be involved in activities that will enable them to perform the required task.
- Meet with the school librarian or resource center supervisor to discuss materials required. Determine if they are already available or if they may be acquired and how long it will take to acquire them. This should be done several months before the materials are needed, as some distributors, such as the National Clearinghouse for Drug Abuse

Information, require some time to respond to orders. Of course, district deadlines for spending must also be considered. If all teachers can consolidate and prioritize their materials requests before submission to a librarian or purchase agent, it will insure fairness, and identification of those materials most important to the program.

- Enlist the help of the Health or Drug Coordinator to identify the resource persons and agencies you will use and call, write or visit them--whichever is most appropriate--to discuss your needs and mutual schedules. This is best done as a cooperative activity of all relevant school staff, coordinated and assisted by the Coordinator.

Teachers will recognize many of the concepts and objectives contained in this curriculum as basic to the development of the child and preparation for life and learning in its broadest sense. The goals of positive self-image, self-confidence, self-discipline and self-motivation for students should permeate all school programs and every teaching-learning situation; they should not be seen as "drug education" or "health education" goals alone. They are specifically and purposefully expressed and integrated here, because educational research has demonstrated that drug education programs which focus primarily on content, without adequate attention to motivations and other psychosocial factors, are not effective in preventing drug misuse and abuse. Content-oriented drug education programs may even promote student involvement in the drug scene.

The attitude a teacher conveys makes a deeper and longer-lasting impression on students than all the factual statements in a text or pamphlet. We all teach more by the kinds of people we are than by the teaching we do; no matter what content the teacher is teaching, the student is feeling an emotional response and learning an attitude as well. Experiences gained in a positive, motivating atmosphere produce lasting, positive effects on students. Teacher awareness of these factors can greatly increase the long range effectiveness of any instructional program.

A SAMPLING OF TEACHING METHODS

The methods you use in drug education will make all the difference between classes that are boring, alienating and ineffective in preventing drug-related problems and classes that will get students actively involved in learning and doing things that will give them the facts they should know to make responsible decisions about drug use, while helping them to develop an understanding of health, motivations and behavior.

A variety of methods will make it easier to adapt to individual differences among students. No one method or procedure is suited to every objective or purpose, i.e. a method that is appropriate in one learning situation may not work in another.

The following teaching methods are offered as a pedagogical assortment from which the teacher may choose and adapt those best suited to his or her talents, the classes taught, and the objectives selected.

FEELING CIRCLE

The Feeling Circle is particularly useful with elementary pupils. It can be used as a sharing or problem-solving method for the class, a group or an individual pupil. A small group sits in a circle, usually with the teacher as discussion leader, sharing reactions and ideas.

The feeling circle gives the teacher an opportunity for developing pupil skills in self-expression, listening to others, taking turns, attending to and remembering what was said, and learning to think before they speak, among others. Pupils learn, as a result, to express their feelings, needs and ideas in ways that are socially acceptable and thus effective for them.

BRAINSTORMING

Brainstorming can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming develops an awareness of a range of possible alternatives, often bringing out some very useful suggestions. An important element of brainstorming is that the students themselves have provided the suggestions: they are active participants in the learning experience.

Brainstorming can be done as a full class or small group activity. The procedure is described below. It is suggested that the teacher introduce the process to students using a simple example, such as the one given in #3.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide the class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many ways as they can to celebrate a birthday. The recorder lists these on the paper.

4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Decide which ideas can be put into effect.
8. Select a planning committee to combine ideas.

As a followup to the activity, ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Were many good ideas expressed?
3. Can you think of other times we might use this method of sharing ideas in the class?

LECTURE-DISCUSSION

A drug education program that relies heavily on lectures, whether presented by the teacher, an outside resource person or through media, will not be effective in meeting the goals of prevention. When used properly, however, the lecture-discussion method may be the best way to handle a particular objective.

Lecture-discussions may be used to present case studies, hypothetical situations, critical issues or other motivating topics to arouse student interest and set the stage for student activities that follow. Demonstrations may also be included, such as one given by hospital personnel of life-saving techniques. Wherever possible, background information about drugs and drug-related topics should be researched by the students themselves, rather than presented in lecture format by the teacher. The teacher's role is to guide student activity, raise questions and evaluate student progress.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions, while also encouraging students to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally-based, question erroneous statements and make authoritative references available to the students.

FISH BOWL

The Fish Bowl is a technique that enables the classroom teacher to create a small group experience without losing the attention of the class. All the students have an opportunity to get involved, have their say, hear how others perceive a situation and decide on a mutually acceptable solution in an orderly, democratic fashion. The procedure for Fish Bowl is as follows:

Step 1. The teacher asks for six volunteers to sit in a circle in the center of the class. (Bean bag chairs are especially good for this activity.)
Step 2. A seventh chair is placed within the circle.
Step 3. The rest of the class stands or sits around the outside of the circle and chair.
Step 4. The six volunteers discuss the problem and say whatever they want to say, while the rest of the class listens.
Step 5. A student on the outside who wishes to say something must sit in the empty chair and wait to be recognized by one of the others in the fish bowl. Once recognized, this student can briefly state whatever s/he wants to add, clarify or question, then must vacate the chair for someone else.

Possible class problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, and interfering with the rights of others.

PROBLEM-SOLVING/CONFLICT RESOLUTION

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict that is mutually agreeable and allows everyone involved to feel satisfied, one must learn how to communicate without demeaning another. The problem-solving methods described below can be used in any conflict situation to help acquire decision-making skills.

Traditional Model for Problem-Solving:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.
Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.
Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.
Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.
Step 5. Choosing a Solution: Finally, participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

Force-Field Analysis Model:

Another process that can be used in conflict resolution is the force-field analysis. In any conflict situation there are opposing forces. Some of these forces help an individual to move toward a desired goal. Other forces may interfere with goal attainment. In a force-field analysis, the individual analyzes the forces that are operating, examines advantages and disadvantages of courses of action, evaluates them, and decides whether or not to pursue the goal. The steps in using the force-field analysis include:

Step 1. Divide a piece of paper into four columns.
Step 2. In the first column, write the conflict or problem which exists.
Step 3. In the fourth column, write the goal that you wish to reach.
Step 4. In the second column, list the forces (advantages) which operate to support goal attainment.
Step 5. In the third column, list the forces (disadvantages) which operate to interfere with goal attainment.
Step 6. Identify the consequences of each advantage and disadvantage.
Step 7. Evaluate the advantages and disadvantages in terms of gains and risks.
Step 8. Choose a plan of action that includes goal attainment, rejection of the goal, or changes in the goal as originally stated.

ROLE-PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role-playing provides an excellent method to help students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-playing activity, discuss what occured in the role-play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity, discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals. Plays and stories may be enhanced by being open-ended, allowing students to provide alternative answers or endings.

SENTENCE STEMS

Sentence stems are found in a number of places in the curriculum, but may also be created by the teacher or by students. The purpose of a sentence stem is to draw out a reaction, facilitating self-expression and communication. Sentence stems may be used as discussion starters; to increase awareness of individual similarities and differences; or to obtain class reactions to activities, events, etc. A very useful sentence stem for evaluation of a curriculum activity is the "I learned..." statement, which students may complete at the end of the activity.

A SAMPLING OF TEACHING METHODS, CONT'D

RESEARCH

All students need to learn the skill of accessing accurate, reliable information as a basis for making decisions throughout life. While research activities should not become a major focus of the curriculum, it is necessary for students to learn where to go to obtain information on a topic, how to interpret what they read (or hear), and how to communicate to others what they have learned. Research activities should make students aware of a broad range of information sources - community and government agencies, people with specific expertise, newspapers, government reports, journals, books, pamphlets, television and encyclopedias. The information students obtain can be shared through oral or written reports, discussions or student-constructed visuals.

INTERVIEWS

Interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Since the purpose of an interview is to obtain, record and report opinions and information accurately, students learn social and communication skills through this process. Where interviews involve family or friends, students frequently gain insights regarding human behavior which they may not have obtained in less-controlled circumstances.

Teacher direction and asistance may be necessary to help students form clear, unbiased and relevant questions for their interviews, and interpret objectively the information obtained.

SURVEYS

A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class. Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a follow-up thank-you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher or a resource person. Preplanning for experiments includes: making scientifically sound selections that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results. These activities should be coordinated with the science program to prevent duplication.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes. Student-constructed visuals may also play a major role in reinforcing the program outside classroom walls, obtaining needed community support for the program.

LEARNING CENTERS

Grades 2-6 of the Drug Education Curriculum each contain a set of learning center activities.

A learning center consists of a series of child-centered stations, each of which develops skills and knowledge around a specific topic. Students are active, independent learners as they work through interesting activities prepared for them at their level.

Every learning center has the following elements:

1. Name reflecting the topic of the center.
2. An attractive attention-getting, visual presence.
3. Tasks written on activity cards in a clear, concise manner explaining to the students what they will do and how they will do it.
4. Materials needed for the tasks.
5. An evaluation and record-keeping system to monitor pupil progress.

The learning center can be constructed on a bulletin board, or separate tables can be used as task centers. At least one table is necessary to hold resource materials, task-related materials, and completed projects.

Students can work through learning centers independently or in groups. Students may complete all tasks, or just certain tasks, depending on the directions given by the teacher. They may work at a center during an assigned time or whenever they have free time. The methodology is flexible and can be readily adapted to suit the needs of students and teacher.

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12

In the outlines presented on the following pages, Roman numerals represent topics addressed by curriculum concepts and letters represent the topics addressed by objectives under these concepts. The purpose here is to give an overview of the major topics and their sequence in the curriculum, rather than an outline of concepts and objectives, making quick reference and comparisons relatively easy.

KINDERGARTEN

- I. Self-Image, Feelings and Tolerance
    - A. Identifying and expressing feelings
    - B. Ways we are each unique
    - C. Ways we are the same
    - D. Accepting feelings of others
- II. Group Membership
    - A. Family membership
    - B. Responsibilities toward family members
    - C. Group participation
    - D. Need for rules
- III. Responsibility for Health
    - A. Safe vs. unsafe things to eat
    - B. Health helpers
    - C. Health decisions

GRADE ONE

- I. Self-Image and Communication Skills
    - A. Expressing uniqueness
    - B. Identifying situations that make us feel important
    - C. Recalling and sharing success experiences
    - D. Sharing and accepting feelings
    - E. Sharing and accepting decisions
- II. Responsibility for Feelings and Actions
    - A. Changing feelings
    - B. Identifying uncomfortable feelings
    - C. Handling unpleasant situations
- III. Making Healthy Decisions
    - A. Safe use of substances
    - B. Recognizing poisons
    - C. Rules regarding dangerous substances
    - D. Making healthy choices

GRADE TWO

- I. Making Choices to Meet Needs
    - A. Needs vs wants
    - B. Forming habits
- II. Self-Image, Social Interactions and Responsibility
    - A. Responsibility for feelings and actions
    - B. Family membership and support
    - C. Class membership and support
    - D. Solving classroom problems
    - E. Importance of classroom rules
    - F. Setting rules and determining consequences for breaking rules
- III. Body Balance and Health
    - A. Definition of balance
    - B. Feeling body balance
    - C. Body parts and functions
    - D. Maintaining a healthy body
- IV. Wise Use of Substances
    - A. Identifying well vs sick feelings
    - B. Definition of medicine
    - C. When to take medicine
    - D. Persons from whom we should take medicine
    - E. Rules for taking medicine

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE THREE

I. Self-Image and Responsibility for Risk-Taking
   A. Improving our own self-images
   B. Feelings about success
   C. Risk-taking, alternatives and consequences
   D. Changing decisions
II. Group Dynamics
   A. Recognizing group influences
   B. Speaking and listening in groups
   C. Supporting group members
   D. Ways of solving group problems
   E. Making a group decision
III. Body Balance and Health
   A. Body systems and functions
   B. Relating body balance to internal and external body environments
   C. Feelings which affect balance
IV. Assuming Personal Responsibility for Health
   A. Habits affecting present and future health
   B. Importance of assuming personal responsibility for health
   C. Setting personal goals for protecting health

GRADE FOUR

I. Appropriate Uses for Drugs
   A. Definition of "drug"
   B. Differences among prescription, over-the-counter and illegal drugs
   C. Medical uses for drugs
   D. Prescriptions
   E. Labels
   F. The pharmacy (Learning Center)
   G. Comparing contemporary medications with past medications
II.How Emotions Affect Health
   A. Awareness of emotions
   B. Feelings that bring discomfort
   C. Sickness as a means of dealing with problems
   D. Ways to change emotions
III. Communication Skills and Problem-Solving
   A. Practicing communication skills
   B. Responsibility for feelings
   C. Practicing problem-solving
   D. Risk-taking, consequences and alternatives
   E. Solving dilemmas
IV. Setting Personal Health Goals
   A. Importance of learning facts before making decisions
   B. Identifying habits hazardous to health
   C. Importance of valuing health
   D. Setting personal goals and recording progress

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE FIVE

I. Drug Use and Body Balance
  A. How various categories of drugs affect body balance
  B. Differentiating use, misuse and abuse of drugs
  C. The cycle of dependency and tolerance
  D. Reasons for substance misuse and abuse
II. Drugs and Society
  A. General advertising techniques
  B. How advertising influences drug-buying
  C. Techniques used to sell drug products
  D. Prevalence of drug use
III. Problem-Solving and Decision-Making
  A. Comparing and choosing techniques
  B. Implementing decisions assertively
IV. Group Dynamics
  A. Friendships
  B. Peer groups
  C. Dependency needs
  D. Listening skills in group situations

GRADE SIX

I. Drugs and Human Needs
  A. Valid sources of information
  B. Psychoactive drug classifications
  C. Marijuana (Learning Center)
  D. Relationship of needs to substance abuse
II. Personal Decisions Regarding Drug Use
  A. Relating maturity to ways of handling feelings
  B. Effects of feelings and attitudes on decisions
  C. Evaluating decisions regarding psychoactive drug use
  D. Double standards
  E. Setting personal goals for maintaining health
III. Drugs and Society
  A. Substance use and alternatives in managing daily problems
  B. Substance misuse and abuse as concerns of society
  C. Controls on the purchase, possession and use of substances
IV. Alternatives to Drugs
  A. Mood changes as a part of everyone's life
  B. Identifying things to help us feel good
  C. Risk-taking, consequences and alternatives
  D. School and community resources

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

JUNIOR HIGH

I. Maintaining the Homeostasis of the Body
  A. Environmental factors
  B. Psychoactive drugs
  C. Prescription and over-the-counter drugs
  D. Drug use and pregnancy
II. Drugs and Society
  A. Advertising and drugs
  B. Legal aspects of substance use, misuse and abuse
III. Motivations for Drug Use
  A. Individual reasons for using or abusing drugs
  B. Progression from experimentation to abuse
  C. Effects on performance
  D. Reasons for continued drug use by individuals
  E. Constructive alternatives
  F. Breaking Habits
IV. Communication Skills
  A. Importance of clear communication
  B. Practice communicating feelings and needs
  C. Practice listening and receiving messages
  D. Dynamics of peer pressure and drug use

SENIOR HIGH

I. Effects of Drugs on the Homeostasis of the Body
  A. Major classes of drugs (review)
  B. Effects of drugs on the neuron and the brain
  C. Tension and body balance
  D. Substance use and body balance
  E. Drug interactions
  F. Drug dependence, tolerance and withdrawal
  G. Drugs and driving
  H. Drugs and pregnancy
II. Drugs and Society
  A. History of drug use
  B. Relationships among industry, controls and society
  C. Social policies regarding drug use
  D. Effects of drug abuse on society
  E. Viewpoints
III. Communication Skills:
  A. Stating feelings and needs constructively
  B. Communication dynamics in groups
  C. Communication dynamics in relationships
  D. Effects of substance abuse on relationships
IV. Motivations and Alternatives
  A. Changing modds and feelings
  B. Identifying alternative activities
  C. Dealing with distress and pressure
  D. Practice decision-making
  E. How substance use decisions influence life style and life span
  F. Developing a model of a life-long plan for health
  G. Identifying sources of help and support in the community

ADOLESCENCE

Adolescence is considered to be the transitional period between childhood and young adulthood. Sexual maturity, which occurs during puberty, is accompanied by marked changes in behaviors and social interests. The peer group gains new significance in daily life. Interests, related to personal appearance, social activities, education and future vocation, develop. As the adolescent moves toward maturity and independence, a need for privacy grows. Dating occurs and relationships develop. Family interaction may become difficult as adolescents disagree with authority figures over varying standards of behavior.

The adolescent needs people who understand, legitimize and respect the feelings and ideas being experienced. Filled with energy and exuberance, and searching for an identity, the adolescent seeks out individuals who are flexible, open and trustworthy, and who help to bring form and direction to life. Numerous self-images and behaviors will be accepted, tested and rejected by the adolescent. In the process of finding affection, acceptance and achievement, adults can impart to adolescents the sense that life is meaningful, and that each individual has worth.

DEVELOPMENTAL TRAITS OF 12-14 YEAR OLDS (JUNIOR HIGH)

DRIVES AND INTEREST IN THE OPPOSITE SEX MAY CAUSE TENSION AND ANXIETY

- Personality adjustment problems increase.
- Growth patterns contribute to worry and anxiety.
- An air of sophistication is often assumed to cloak feelings of bewilderment, confusion, and insecurity.

EXPERIMENTATION WITH DIVERSE PERSONALITY ROLES IN AN ATTEMPT TO IMPROVE STATUS

- Status with peers becomes more important than adult approval.
- Great satisfaction is gained from individual accomplishments which are recognized by the group (likely to try to accomplish those things that give some claim to distinction or uniqueness).
- Codes of behavior may be set up to challenge or imitate adult standards.
- Social behavior is imitated, especially as portrayed by television, motion pictures, and magazines.
- A strong search for identification and development of a good self-image come to the fore.

INCREASING CONCERN IS SHOWN OVER RESOLVING ONE'S "LIFE" PROBLEMS

- Sporadic and sometimes intense interest shows in certain aspects of health. (Some early-teens place special value on physical strength and skills, others on personal attractiveness.)
- Vacillation occurs between over-confidence in one's ability to take care of one's supposed or anticipated health needs and actual ability to cope with one's specific health needs.
- Extreme curiosity develops about the details of physical illness.

DEVELOPMENTAL TRAITS OF 15-18 YEAR OLDS (SENIOR HIGH)

DRIVES AND INTEREST IN THE OPPOSITE SEX CAUSE TENSION AND ANXIETY

- Adolescents have sustained and/or are experiencing marked physical growth that may create coordination problems, resulting in awkwardness.
- Changes in physical appearance and acne or other health problems often augment anxiety over appeal to the opposite sex.
- Adolescents in this age group show heightened concern about sex roles and relationships with the opposite sex.

EXPERIMENTATION WITH DIVERSE PERSONALITY ROLES IN AN ATTEMPT TO IMPROVE STATUS

- Adolescents exist in a nether world between childhood and adulthood. Their desire for independence leads them to periodically venture into adult patterns of behavior, then, when things go wrong, retreat into a child's role.
- The company of friends is preferred to that of family, although relationships with family may be better than in early adolescence. Peer group acceptance is sought through conformity.
- Adolescents often experience exaggerated concern over whether they are "normal." They need to share feelings and reactions with others for reassurance.
- Better control is exercised over emotions, and the views and feelings of others are more often considered.
- A conscious seeking of identity results in a clearer definition of self and increased consistency in behavior.

INCREASING CONCERN IS SHOWN OVER RESOLVING ONE'S "LIFE" PROBLEMS

- Adolescents tend to make unrealistic assessments of their own competence. The pressure for upward mobility frequently leads economically secure majority-group adolescents to overestimate their potential in terms of vocational aspirations. Minority group and low-economic group adolescents, on the other hand, often underestimate their potentials.
- Decisions are more frequently made, and actions taken, on the basis of personal and peer group values and less frequently motivated by rebellion against authority.
- Other adolescents, while they still live in the present, are becoming more future-oriented, developing concerns and/or plans relating to work or occupations.

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JUNIOR HIGH

MATERIALS LIST

TEACHER REFERENCES: The following references provide further background and additional activities. It is expected that this list will be modified by teachers as they work with the curriculum and as new materials become available. Prices (1980) are subject to change.

DRUG EDUCATION:

Fornaciari, Suzanne. How to Talk to Kids About Drugs. Bethesda, MD: Pacific Institute for Research and Evaluation, 1980. $2.50.

Girdano, Daniel and Dorothy Dusek. Drug Education: Content and Methods (Third Edition). Reading, MA: Addison-Wesley, 1980. $9.95.

Lento, Anthony G. Teaching About Alcohol, Drugs & Tobacco. Order from the author: Department of Teacher Education, Room 115, SUNYA, 1400 Washington Avenue, Albany, NY 12222, 1978. $5.95; $5.00 each for 5 or more copies.

National Institute on Drug Abuse. Saying No: Drug Abuse Prevention Ideas for the Classroom. Washington, DC: U.S. Superintendent of Documents (SN 017-024-01009-0), 1980 $2.00.

Oakley, Ray. Drugs, Society and Human Behavior (Second Edition). St. Louis, MO: C.V. Mosby, 1978. $14.50.

U.S. Consumer Product Safety Commission. Poison Awareness: A Resource Book for Teachers, Grades 7-9. Washington, DC: Superintendent of Documents (SN 052-011-00201-1), n.d. $2.40.

AFFECTIVE EDUCATION:

Canfield, Jack and Harold C. Wells. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. $11.95.

Gordon, Thomas. Teacher Effectiveness Training. New York: David McKay Publishing Co., 1975. $9.95.

Read, Donald A., et. al. Health Education: The Search for Values. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977. $12.25.

Stanford, Gene. Developing Effective Classroom Groups. New York: A & W Publishers, 1980. $6.95.

GENERAL REFERENCES FOR TEACHERS AND STUDENTS: The following are examples of references that may be used for obtaining information regarding prescription and over-the-counter drugs.

Benowicz, Robert J. Non-Prescription Drugs and Their Side Effects. New York: Grosset & Dunlap, 1977. $4.95.

Editors of Consumers Reports Books. The Medicine Show. Westminster, MD: Random House 1980. $5.95. (Pantheon Books)

Evans, Wayne O., Ph.D. and Jonathan O. Cole, M.D. Your Medicine Chest. Boston, MA: Little, Brown and Co., 1978. $5.95.

Long, James W., M.D. The Essential Guide to Prescription Drugs (New and Revised Edition). New York: Harper & Row, 1980. $8.95.

Physicians' Desk Reference. Address orders to: Physician's Desk Reference, Box 58, Oradel, NJ 07649. 1980 Edition: $15.00, plus postage; quantity discounts. Revised annually.

Wels, Bryon G. The Medicine Cabinet. Maplewood, NJ: Hammond, Inc., 1978. $6.95.

SOURCES OF MATERIALS FOR THE CLASSROOM RESOURCE CENTER: (See Teacher Information, p. 13). The following distributors are suggested as sources of materials for student use. Some of these materials are free, but most require payment to cover printing and distribution costs. They should be ordered well in advance to assure timely arrival. (Two-three months may be required for Federal publications.)

Addiction Research Foundation, 33 Russell Street, Toronto, Ont., Canada, M5S 2S1. (Some suggested titles: "Coffee, Tea & Me;" "Fact Sheet Series.")

Channing L. Bete Co., Inc., 45 Federal St., Greenfield, MA 01301. (Some suggested titles: Low Reading Level Scriptographic Pamphlets: "What Everyone Should Know About Drug Abuse;" "How to Understand Yourself...and Others.")

Do It Now Foundation, P.O. Box 5115, Phoenix, AZ 85010. (Some suggested titles: "Aspirin: Uses & Abuses;" "Gunk: All About Drugs and Pollution;" "Sniffing: Good Smells & Bad Smells".)

Drug Enforcement Administration, U.S. Department of Justice, Washington, DC 20537. (Suggested title: "Drugs of Abuse," July 1979 issue of Drug Enforcement Administration.)

Food and Drug Administration. Contact your Consumer Affairs Officer listed in Appendix E. (Some suggested titles: "Prescription Drugs;" "Nonprescription Medicines.")

March of Dimes Birth Defects Foundation. Contact your Local Chapter (See Appendix F.)

National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857. (Some suggested titles: "Marijuana: What It Is and What It Does" English or Spanish; "What Do They Call It Again?" English or Spanish)

Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (Some suggested titles: "Let's Talk About Drug Abuse," SN 041-010-0033-9, $2.75; "This Side Up," SN 017-024-00776-5, $2.20; "Drug Abuse Prevention for You and Your Friends," SN 017-024-00740-4, $1.10.)

Wisconsin Clearinghouse for Alcohol and Other Drug Information, 1945 East Washington Ave., Madison, WI 53704. (Some suggested titles: "Mood-Altering Drugs"--pamphlet series.)

SUPPLEMENTARY STUDENT READING:

Alexander, Anne. To Live a Lie. New York: Atheneum Press, 1980. $8.95. (novel)

Blume, Judy. It's Not the End of the World. New York: Bantam Books, 1972. $1.95. (novel)

Colman, Hila. What's the Matter With the Dobsons? New York: Crown Publishers, Inc., 1980. $7.95. (novel)

Danziger, Paul. The Pistachio Prescription. New York: Dell Publishing Company, 1978. $1.50. (novel)

Harmin, Merrill. Better Than Aspirin: How to Get Rid of Emotions That Give You A Pain In the Neck. Niles, IL: Argus Communications, 1976. $2.50.

Hautzig, Esther. Life With Working Parents. Practical Hints for Everyday Situations. New York: Macmillan Publishing Co., 1976. $6.95.

Konigsburg, E.L. , Throwing Shadows. New York: Atheneum Press, 1980. $8.95. (novel)

Packer, Kenneth L. and Bower, Jeannine. Let's Talk About Drugs, Alcohol and Tobacco. Fairfield, NJ: Cebco Standard Publishing, 1980. $2.50. (low reading level textbook supplement).

Sumner, Edward D., Richard H. Needle and Austin E. Hill. Basic Concepts of Drugs: Their Use and Abuse (Third Edition). River Forest, IL: Laidlaw Brothers, 1979. $1.65. (text supplement).

Wilson, Amos N. The Developmental Psychology of the Black Child. New York: Africana Research Publications, 1978. $6.95.

FILMS:

"It's My Hobby," 16 mm, color, 11 min. Association Films, Inc., 410 Great Road, Littleton, MA 01469. 1974.

"Joy's Story," 16 mm, color, 15 min. MTI Teleprograms, Inc., 4825 North Scott Street, Suite 23, Schiller Park, IL 60176. 1978.

VIDEOTAPE SERIES:

The First Americans, tapes 8 and 9: "Alcohol and Drug Abuse - Parts I and II," and Study Guide (1978). Albany, NY: Bureau of Mass Communications, New York State Education Department. Available free on tape supplied by the school district. Send for ordering instructions.

Self, Incorporated series: "Trying Times;" "Two Sons;" and Guide. Albany, NY: Bureau of Mass Communications, New York State Education Department. Available free on tape supplied by the school district. Send for ordering instructions.

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION

OBJECTIVE A

The students will describe various ways in which the homeostasis of the body is affected by environmental factors.

TEACHER INFORMATION

Homeostasis can be described as a state of equilibrium, internal stability, or normal functioning of the body. Healthy body cells, tissues, organs and systems can work together to compensate for minor environmental changes and maintain normal functioning. A body weakened by infection, hormonal imbalance, exposure or other internal or external stress factors has more difficulty maintaining homeostasis. When homeostasis is disturbed, discomfort, sickness or death can occur, depending on the severity of the disturbance and the body's ability to adapt.

ACTIVITY 1. Review and Brainstorming

a. Review the meaning of the term "homeostasis," by asking students to volunteer definitions. If an adequate definition is not obtained, appoint students to look up a definition and report to the class.

b. Have students brainstorm a list of environmental factors that affect the homeostasis (normal functioning) of the human body. When the list is completed, ask students to volunteer descriptions of how exposure to each factor may disturb homeostasis and how homeostasis may be restored. Also ask how these effects might have been prevented.

Examples of Environmental Factors:

- Asbestos fibers in the air
- Auto exhaust
- Pills
- Direct sunlight
- Drinking drivers
- Industrial pollution
- Nuclear attack
- Severe cold
- Spoiled food
- Volcanic eruptions
- Contagious diseases
- Psychoactive drugs
- High radiation
- Sleep deprivation
- Electrical storms
- Smoke-filled rooms

Science

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 2. Maintaining/Restoring Homeostasis a. Distribute Example and Worksheet: Maintaining/Restoring Homeostasis to students. Discuss example. Have students select four additional environmental factors from the list brainstormed in Activity 1 and complete the worksheet. b. Follow-up for this activity can include: 1) forming small groups based on factors selected to compile information and find answers to questions and 2) preparing a class booklet summarizing the information.	Materials: Example: Maintaining/Restoring Homeostasis, p. 7 Worksheet: Maintaining/Restoring Homeostasis, p.9 (one per student of each)	Science
TEACHER INFORMATION This is essentially a review of material contained in earlier grades, using somewhat more sophisticated terminology. Teachers may want to review the use-dependency-tolerance spiral presented in the fifth grade curriculum in considering the last discussion question.	ACTIVITY 3. Drugs and Homeostasis (Class Discussion) Referring back to Activity 2, lead students in a discussion regarding drugs as environmental factors which can disturb or restore homeostasis. Discussion Questions: - When are drugs used to disturb homeostasis? - What are some examples of the use of drugs to restore homeostasis? - Is there any drug that only disturbs or restores homeostasis when used? - Can a drug that is used at first to disturb homeostasis, later be required to restore homeostasis? Explain.		Science

EXAMPLE: MAINTAINING/RESTORING HOMEOSTASIS

ENVIRONMENTAL FACTOR: Asbestos Fibers In the Air

Effects of Exposure on Homeostasis

Mild Exposure:	Severe Exposure:
Reduced efficiency of respiratory system	Asbestosis Lung Cancer

What I Can Do to Prevent or Reduce These Effects

Learn where asbestos fibers are found; use products insulated with safer materials; use a mask where breathing asbestos-contaminated air is unavoidable; refrain from smoking (smoking aggravates effects of inhaled asbestos fibers)

How Can These Effects Be Treated to Restore Homeostasis

If disease is detected early, radiation treatment or surgery may help; if smoking, quitting may help. Asbestos fibers cannot be removed from the body, however. Once taken in, they remain forever.

Something I Would Like to Learn More About

How can a doctor tell if a person has inhaled or swallowed asbestos fibers?

MAINTAINING AND RESTORING HOMEOSTASIS

ENVIRONMENTAL FACTOR 1: ____________________________________

Effects of Exposure on Homeostasis

Mild Exposure: Severe Exposure:

What I Can Do to Prevent or Reduce These Effects

How These Effects Can Be Treated to Restore Homeostasis

Something I Would Like to Learn More About

ENVIRONMENTAL FACTOR 2: ____________________________________

Effects of Exposure on Homeostasis

Mild Exposure: Severe Exposure:

What I Can Do to Prevent or Reduce These Effects

How These Effects Can Be Treated to Restore Homeostasis

Something I Would Like to Learn More About

ENVIRONMENTAL FACTOR 3: ____________________________________

Effects of Exposure on Homeostasis

Mild Exposure: Severe Exposure:

What I Can Do to Prevent or Reduce These Effects

How These Effects Can Be Treated to Restore Homeostasis

Something I Would Like to Learn More About

ENVIRONMENTAL FACTOR 4: ____________________________________

Effects of Exposure on Homeostasis

Mild Exposure: Severe Exposure:

What I Can Do to Prevent or Reduce These Effects

How These Effects Can Be Treated to Restore Homeostasis

Something I Would Like to Learn More About

GRADE 7,8,9 CONCEPT 1

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.

OBJECTIVE B

The students will categorize psychoactive drugs by their effects on homeostasis.

TEACHER INFORMATION

Current, accurate references on drugs should be available for student reference in the health education classroom. It is often important that misinformation be corrected on the spot in the classroom by the students themselves through reference to reliable sources. If the information cannot be found, someone should be appointed to follow through with a call or letter to the appropriate agency (Examples: Drug Enforcement Administration; New York State Office of Drug Abuse Services; Food and Drug Administration.)

The terms psychoactive, depressant, stimulant and hallucinogen are introduced in grade five and defined in the glossary.

LEARNING ACTIVITIES

ACTIVITY 1. Accessing Information on Drugs

Ask students to brainstorm all the sources from which they hear or read information about drugs. List these on the chalkboard. Then ask students to vote on those sources they think are reliable. Discuss why some sources are more reliable than others.

Discussion Questions:

- What makes a source of information reliable?
- Are some sources reliable for some information but not for other information?
- Suppose a friend tells you a drug will affect you in a certain way. Can you believe him or her? What information does this person need that s/he does not have?
- Do you feel that material that has been published is generally reliable? What do you need to know about printed information before you can judge its reliability?

ACTIVITY 2. Categorizing Psychoactive Drugs

a. Write three words on the chalkboard:

Depressants Stimulants Hallucinogens

Receive meanings for these words with students. Have students brainstorm names of drugs that belong under each category. Have a student check each list, using references provided in the classroom resource center

(Cont'd on next page.)

RESOURCES

Examples of Student References:

"Coffee, Tea & Me" (Addiction Research Foundation)
"Drugs of Abuse" (Drug Enforcement Administration)
"What Everyone Should Know About Drug Abuse" (Channing L. Bete)

SUBJECTS FOR COORDINATION

Science

GRADE 7,8,9 CONCEPT I

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
TEACHER INFORMATION Be careful to present this activity as a way to learn for ourselves about misconceptions we have about drugs rather than as a test of knowledge. Some drugs can fall into more than one classification, depending on dosage, setting and the mind-set of the person taking the drug.	b. Have students select one drug from each of the three categories discussed above. Review the differences between physical effects and psychological effects. Using the worksheet, Psychoactive Drugs, have the students fill in what they believe are the physical and psychological effects of the of the drugs. Have students compare their ideas to the actual effects listed in the references provided in the classroom resource center, filling in this information for contrast. Elicit from students misconceptions they had about the effects of certain drugs before their research.	Materials: Worksheet, Psychoactive Drugs, p. 15 Examples of Student References: See above. Also, Let's Talk About Drugs, Alcohol and Tobacco by Kenneth L. Packer & Jeannine Bower Pamphlets available from: Addiction Research Foundation National Clearinghouse for Drug Abuse Information Wisconsin Clearinghouse for Alcohol & Other Drug Information	Science
	ACTIVITY 3. Interview Have the students prepare a list of questions concerning information they would like to know about psychoactive drugs. Invite a resource person (doctor, pharmacist, etc.) to talk to the class about the differences between the major classes of drugs and their effects on the body.	Resource Person: Doctor or pharmacist	Science

Worksheet: Psychoactive Drugs

Stimulant	Hallucinogen	Depressant
Ex: ____________	Ex: ____________	Ex: ____________
Psychological Effects	Psychological Effects	Psychological Effects
My List:	My List:	My List:
Research List:	Research List:	Research List:
Physical Effects	Physical Effects	Physical Effects
My List:	My List:	My List:
Research List:	Research List:	Research List:

GRADE 7,8,9 CONCEPT I

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	SUPPLEMENTARY ACTIVITIES:		
TEACHER INFORMATION This activity provides a means for students to review and condense what they have learned in this section, and present it in a useful visual format.	ACTIVITY 4. Drug Dial Have the students make a drug-dial showing names of drugs, their slang names, descriptions of how they are taken, and effects on the body.	Materials: Posterboard Scissors Markers Compass Student References: See Activity 2	Science Art
	ACTIVITY 5. Slang Dictionary: Have the students compile a dictionary of psychoactive drugs and the terms used to refer to them, using references available in the classroom resource center. Students can be divided into groups, with each group assigned a section of the alphabet. The completed dictionary can be duplicated for other classrooms to use as a reference.		English
OBJECTIVE C The students will explore various prescription and over-the-counter drugs and how they can aid the body.	ACTIVITY 1. Prescription/OTC Review Review the differences between prescription and over-the-counter drugs. Review safety rules for using all drugs. Review Questions: - What is a prescription drug? - What is an over-the-counter (OTC) drug? (Cont'd on next page.)	References: Your Medicine Chest by Wayne O. Evans and Jonathan O. Cole Pamphlets are available from the Food and Drug Administration	Home Economics

GRADE 7,8,9 CONCEPT I

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
TEACHER INFORMATION The Grade Four Curriculum contains a major section on prescription and OTC drugs.	ACTIVITY 1. (cont'd) - Why are drugs categorized this way? - Who determines how a drug will be categorized? - Are there any drugs that don't belong to either of these categories? Why don't they belong? - What are some things you should know about a drug before you use it?		
TEACHER INFORMATION This activity requires sensitivity toward both students and their families. It is suggested that student letters be delivered to parents one week in advance, as they may want some time to prepare this activity. If some students are not able to conduct a survey at home, focus on results obtained by those who can. Students can be divided into teams of "surveyors" and "data compilers." As an alternative, bring in a mock "medicine chest" for the use of students under supervision.	ACTIVITY 2. Selected a. or b. a. Medicine Chest Survey Have the students write letters to their parents explaining that they are learning about prescription and over-the-counter drugs and how they are used to aid the body. Have them ask parental permission to conduct a survey, with their parents, of the family medicine chest. The worksheet, The Medicine Cabinet, may be used to complete this task. Instruct the students to fill out this form anonymously. If students and parents are uncertain of the effects of a medicine on the body, they may check this out with their pharmacist or refer to the Physicians' Desk Reference. When students have returned to class with their forms, appoint a committee to compile the information and present the results to the class.	Materials: Worksheet: The Medicine Cabinet, p. 19 Resource: Pharmacist (optional) Reference: Physicians' Desk Reference	English Home Economics Mathematics

(Cont'd on page 21.)

Worksheet: The Medicine Cabinet

Name of Drug	Prescription or O-T-C	Effects on Body	Conclusions about Effectiveness

GRADE 7,8,9 CONCEPT I

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | SUBJECTS FOR COORDINATION

Results to be Reported:

- What drugs are most frequently used?
- Are OTC or prescription drugs used more frequently?
- For what effects are drugs most frequently used?
- What drugs, in their opinions, are most effective?

TEACHER INFORMATION

A brand name drug is named and copyrighted by its manufacturer.

A generic drug is one that is sold by its chemical name rather than a brand name.

b. Research

Provide students with a list of brand name drugs, such as the following (or bring in empty drug containers with labels):

Fostex
Cortisone
Reserpine
Orinase
Dilantin
Bufferin
Gelusil

Have students research answers to the following questions about each drug and discuss their findings in class:

- Is it a prescription drug or an OTC drug?
- How is it used to aid the body?
- Has it been shown to be effective?
- Are there any side effects? If so, identify them.

References:

The Medicine Cabinet by Byron G. Wells

The Essential Guide to Prescription Drugs by James W. Long

Physicians' Desk Reference or drug labels from pharmacists

GRADE 7,8,9 CONCEPT 1

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
TEACHER INFORMATION Side effects may be defined as any effects caused by a drug in addition to the desired effect. Side effects are common and may be severe.	ACTIVITY 3. Side Effects (Class Discussion) Discuss the meaning of the term "side effects" with students. Point out that side effects are generally undesirable and a few may be hazardous. Ask students if they think there are some drugs that do not have side effects. List drugs students mention on the board. Then have student volunteers look up these drugs in references and read any side effects found to the class. Ask students where else they could find this information.	References: The Essential Guide to Prescription Drugs by James W. Long, M.D. Non-Prescription Drugs and Their Side-Effects by Robert J. Benowicz Physicians' Desk Reference	Science
	ACTIVITY 4. Medicine Hunt Present the students with the worksheet, Medicine Hunt, containing names of types of commonly used prescription and over-the-counter drugs. Have the students identify medical uses for the drugs, side effects or dangers of overuse of the drugs and alternative treatments, if any.	Materials: Worksheet: Medicine Hunt, p. 23 Student Reference: Your Medicine Chest by Wayne O. Evans, Ph.D. and Jonathan O. Cole, M.D.	Consumer Education
TEACHER INFORMATION The pharmacist may be willing to provide students with product information sheets on the drugs chosen.	ACTIVITY 5. Interview and Research Have each student select one drug type from the list provided on the worksheet, Medicine Hunt, for field research at a neighborhood pharmacy. Have students interview their local pharmacists, using the survey form, Survey of __________ Sold at My Pharmacy, for information regarding the variety of medications sold that fall under one of the drug types, whether they are sold OTC or via prescription only, and any precautions that may be required for their safe use.	Resources: Local pharmacy pharmacist Materials: Survey of __________ Sold at My Pharmacy, p. 25	Home Economics Consumer Education

Worksheet: Medicine Hunt

DRUG TYPE	EXAMPLES OF BRAND OR COMMON NAMES	MEDICAL USES	SIDE EFFECTS OR DANGERS OF OVERUSE	ALTERNATIVE TREATMENTS?
Vitamins				
Antibiotics				
Cold Remedies				
Analgesics				
Tranquilizers				
Hormones				
Gastro-intestinal Drugs				
Sedative Drugs				
Heart Drugs				
Kidney Drugs				
Drugs for the Skin				
Antiseptics				

Survey Of ________ Sold At My Pharmacy

BRAND NAME	GENERIC NAME	PRES. OR OTC	PRECAUTIONS REQUIRED FOR SAFE USE

GRADE 7,8,9 CONCEPT I

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
OBJECTIVE D The students will describe the effects of drug use on pregnancy and on the fetus.	ACTIVITY 1. Outside Speaker Invite an obstetrician or nurse-midwife to speak to the class about drugs that affect the developing fetus. Describe situations that medically require the mother to take drugs during pregnancy and why.	Materials: Pamphlets: "Drugs, Alcohol, Tobacco Abuse During Pregnancy;" "Healthy Babies: Chance or Choice." (workbook) "Families and Futures" (Book III of "Starting A Healthy Family," pp. 45-51). (March of Dimes)	Science Home Economics
TEACHER INFORMATION Examples of drugs that affect fetal development: Alcohol DES Heroin Nicotine Thalidomide Aspirin Recent research is showing that male sperm may also be affected by drugs. For further information contact your local March of Dimes Chapter.	ACTIVITY 2. Fetal Development and Drug Effects List some drugs that affect fetal development. Discuss: 1. Which of these drugs cause birth defects? 2. Which of these drugs have other effects on the fetus? Explain how many drugs taken by a woman during pregnancy reach the fetus. Point out that the drug which is taken, how much is taken, and the period of fetal development during which the drug is taken all affect the fetus. Stress the reasons for checking with a medical doctor before taking any drug while pregnant. Ask the students to frame a statement which focuses on their future responsibilities, as parents, towards the fetus.		Science Home Economics
TEACHER INFORMATION Sources of support for pregnant drug users could include a local drug rehabilitation program, a hospital outpatient matternity program or a family health clinic.	ACTIVITY 3. Plans of Action Have student develop a plan for someone who uses drugs to follow during pregnancy as an alternative to drug use. Discuss: What are some sources of support for the drug user who has difficulty sticking to this plan?		Home Economics

GRADE 7,8,9 CONCEPT I

CONCEPT: To remain healthy, the body must adjust to internal and external environmental changes, maintaining homeostasis.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	SUPPLEMENTARY ACTIVITY:		
	ACTIVITY 4. Independent Reading Black American Students may be interested in reading the book, The Developmental Psychology of the Black Child, which contains chapters pertaining to substance use and psychological dependency.	Materials: The Developmental Psychology of the Black Child by Amos N. Wilson	Science
	CULMINATING CONCEPT EVALUATION ACTIVITY:		
	Test Your Memory Have the students complete the evaluation, Test Your Memory. Provide time for discussion of their responses. Plan additional learning experiences for those students who require further direction and support. Record response and interest patterns to assist in future planning.	Materials: Evaluation: Test Your Memory, p. 29	

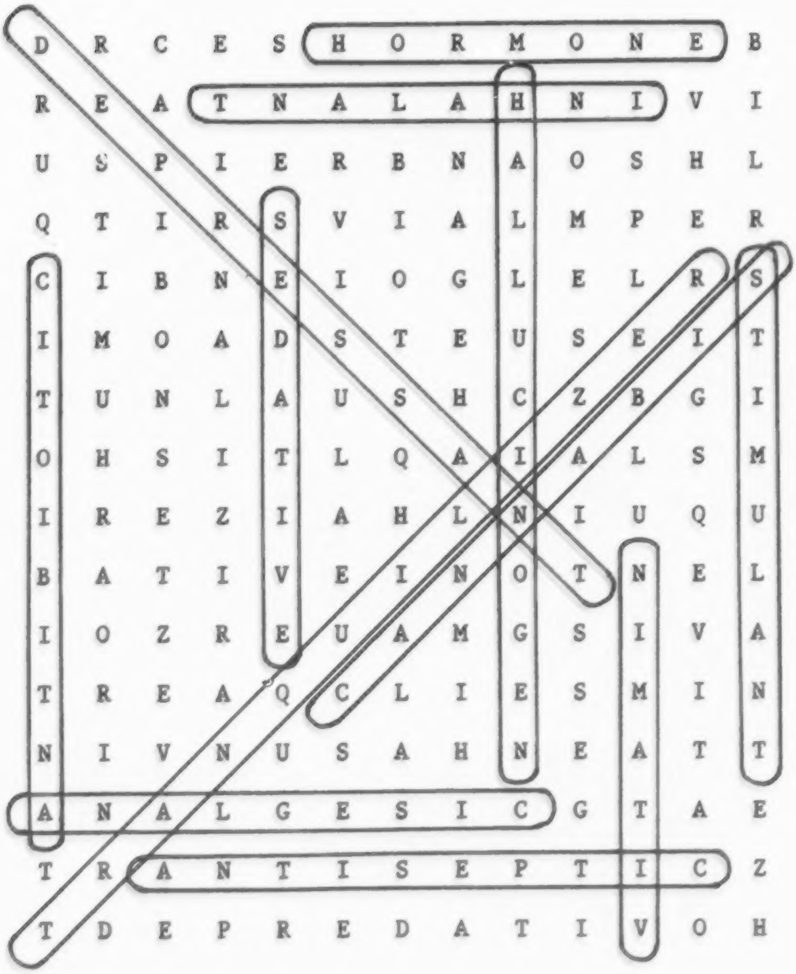
Evaluation: Test Your Memory

The word find puzzle below contains the names of five drug categories and seven drug types. Can you find them?

D	R	C	E	S	H	O	R	M	O	N	E	B
R	E	A	T	N	A	L	A	H	N	I	V	I
U	S	P	I	E	R	B	N	A	O	S	H	L
Q	T	I	R	S	V	I	A	L	M	P	E	R
C	I	B	N	E	I	O	G	L	E	L	R	S
I	M	O	A	D	S	T	E	U	S	E	I	T
T	U	N	L	A	U	S	H	C	Z	B	G	I
O	H	S	I	T	L	Q	A	I	A	L	S	M
I	R	E	Z	I	A	H	L	N	I	U	Q	U
B	A	T	I	V	E	I	N	O	T	N	E	L
I	O	Z	R	E	U	A	M	G	S	I	V	A
T	R	E	A	Q	C	L	I	E	S	M	I	N
N	I	V	N	U	S	A	H	N	E	A	T	T
A	N	A	L	G	E	S	I	C	G	T	A	E
T	R	A	N	T	I	S	E	P	T	I	C	Z
T	D	E	P	R	E	D	A	T	I	V	O	H

EVALUATION: TEST YOUR MEMORY

ANSWER SHEET



D	R	C	E	S	H	O	R	M	O	N	E	B
R	E	A	T	N	A	L	A	H	N	I	V	I
U	S	P	I	E	R	B	N	A	O	S	H	L
Q	T	I	R	S	V	I	A	L	M	P	E	R
C	I	B	N	E	I	O	G	L	E	L	R	S
I	M	O	A	D	S	T	E	U	S	E	I	T
T	U	N	L	A	U	S	H	C	Z	B	G	I
O	H	S	I	T	L	Q	A	I	A	L	S	M
I	R	E	Z	I	A	H	L	N	I	U	Q	U
B	A	T	I	V	E	I	N	O	T	N	E	L
I	O	Z	R	E	U	A	M	G	S	I	V	A
T	R	E	A	Q	C	L	I	E	S	M	I	N
N	I	V	N	U	S	A	H	N	E	A	T	T
A	N	A	L	G	E	S	I	C	G	T	A	E
T	R	A	N	T	I	S	E	P	T	I	C	Z
T	D	E	P	R	E	D	A	T	I	V	O	H

GRADE 7,8,9 CONCEPT II

CONCEPT: Drugs are a major force in our society.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
OBJECTIVE A The students will explain how advertising influences our decisions about substance use. TEACHER INFORMATION Advertising devices are introduced in the curriculum at the fifth grade level.	ACTIVITY 1. Recognizing Advertising Techniques Review the following advertising devices and discuss advertisements in which these devices are used. Name Calling — Transfer Slogans — Testimonials Band Wagoning — Card Stacking Have the students locate drug, alcohol and tobacco advertisements which use these techniques. Classify the advertisements according to the devices used and tape or glue them onto construction paper. Have the students discuss possible reasons for the choice of techniques. Allow the students to discuss which products, if any, they would use in their homes and why.	Materials: Magazines Newspapers Scissors Construction paper Glue or tape	Home Economics Consumer Health Social Studies
TEACHER INFORMATION Some local television stations will provide information on when specific commercials will be aired. Teachers or students could also tape commercials and bring them to class for discussion.	ACTIVITY 2. Evaluating Substance Advertisements on T.V. Have the students log the advertisements for drugs and alcohol they see on T.V., using the worksheet, An Advertising Log. Analyze the advertisement for techniques that are used. Discuss with the students the people the ads are designed to influence. Ask the students to make a judgment. Would they use the product in their homes? Why? Why not?	Materials: Worksheet: An Advertising Log, p. 35	Consumer Health Home Economics Social Studies
	ACTIVITY 3. Designing A Better Ad Have students select one of the advertisements logged in Activity 2 and redesign it so that it presents helpful information without using misleading or hidden messages. Have students explain why they think their ad is a "better ad."		Art English

GRADE 7,8,9 CONCEPT II

CONCEPT: Drugs are a major force in our society.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 4. Editorials Have the students write editorials stating their opinions concerning the ethics of using certain advertising techniques to promote products which contain potentially harmful substances (tobacco, alcohol, and drugs). Have them answer the question: Do advertisements really influence behavior? Students could submit their editorials to the local or school newspaper.		Consumer Health English Social Studies
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 5. Monitoring Substance Advertisements for Sexism Have the students locate and discuss sexism in advertisements for alcohol, drugs and tobacco. Encourage the students to comment on the images of males and females as portrayed in certain ads and how these images affect the buying public.		Consumer Health
	ACTIVITY 6. Collages (a two-period activity) Ask the students to cut out pictures of drug advertisements. Have the students make collages to illustrate prescription and over-the-counter drugs which are commonly used. Have the students discuss any experiences they may have had with the drugs and if they would use them again. Look for trends. Have the students list the drugs that seem to be most commonly used. Ask the students to evaluate the place of drugs in their daily lives.	Materials: Magazines Newspapers Scissors Construction paper Glue or tape	Art Consumer Health

WORKSHEET: AN ADVERTISING LOG

Date/ Time	Product	Advertising Technique Used	To Whom Does It Appeal?	Why Should You Buy It? (according to advertisement)	Would You Buy It? Why? Why not?

GRADE 7,8,9 CONCEPT II

CONCEPT: Drugs are a major force in our society.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
OBJECTIVE B The students will discuss the legal aspects of substance use, misuse and abuse.	ACTIVITY 1. Research Divide the class into small groups and assign each group the task of researching Federal and State laws pertaining to a particular substance. Each group will prepare a report to share with the class. Examples of Topics: alcohol, cigarettes, marijuana, heroin, PCP Benzedrine, Quaaludes, Valium, cocaine, DES	Resources: Local police department Drug Enforcement Administration N.Y.S. Division of Substance Abuse Services	English Social Studies
TEACHER INFORMATION If the school does not have a written drug policy, the students can form a committee to make some recommendations to the administration.	ACTIVITY 2. Interview and Report Have a committee of students interview school officials to learn about school drug policies and report back to the class. The interview should aim at obtaining answers to specific questions raised by the entire class as well as general information. Some questions to include would be: - What do the policies include? - How and why were the policies formed? - Who was involved in developing policies? - What responsibilities do students teachers, administrators and others have? - What are the consequences of violation?		Social Studies
	ACTIVITY 3. Group Consensus Have a group of students rewrite the school drug policy and present the finished product to authorities for consideration. The fishbowl technique can be used to elicit ideas and provide a consensus of opinion.	Teacher Reference: Introductory Section, A Sampling of Teaching Methods, pp. xvii-xviii	Social Studies

GRADE 7,8,9 CONCEPT II

CONCEPT: Drugs are a major force in our society.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
TEACHER INFORMATION Persons invited should be given specific information regarding how the program is organized - i.e., whether they will be the only speaker or part of a panel and the size of audience and setting. This could be an activity involving more than one class.	ACTIVITY 4. Panel or Speaker Have students prepare, under supervision, letters to community members with responsibilities related to drug laws, inviting them to speak to the class. Letters should include information regarding what the class is studying and indicate that students would like to hear their opinions regarding various laws and how they handle various situations relating to laws and policies. Persons to be invited might include one or several of the following: judge, probation officer, treatment center official or counselor, law enforcement officer, FDA representative, school drug counselor, school administrators.	Resource Persons: Judge, probation officer, treatment center official or enforcement officer, FDA representative, school drug counselor, school administrators (one or more)	English Social Studies
	ACTIVITY 5. Health vs. Law (Discussion) Present the following idea to students: "The body doesn't understand drug laws or policies. It only responds to the laws of science." Have them discuss the meaning of this idea.		Science
	ACTIVITY 6. Poster Have students prepare a graphic representation of something they have learned regarding drug laws or policies. Combine posters to exhibit them where they can be seen by all students and their parents.		Art Social Studies
	CULMINATING CONCEPT EVALUATION ACTIVITY: Evaluation Continuum Have the students complete the Evaluation Continuum. Provide time for discussion of students' responses. Record interest patterns to assist in future planning.	Materials: Evaluation Continuum, p. 39	

Evaluation: Continuum

Directions: Circle on the continuum your understanding of the ideas that were presented in this unit.

1 = always 2 = often 3 = sometimes 4 = seldom 5 = never

A. Advertisements use propaganda techniques. 1-2-3-4-5

B. Drug laws are necessary. 1-2-3-4-5

C. Drug laws help to stop people from using drugs. 1-2-3-4-5

D. People are influenced by the ads they read. 1-2-3-4-5

E. The product which is most advertised is the best. 1-2-3-4-5

F. Advertisements try to make you think you need the product. 1-2-3-4-5

G. Possession of even a very small amount of an illegal drug is against the law. 1-2-3-4-5

H. Advertisements make drugs look appealing. 1-2-3-4-5

I. Things with potentially harmful substances should be advertised. 1-2-3-4-5

J. If you are with someone who is using illegal drugs, you are breaking the law, even if you are not using the drugs yourself. 1-2-3-4-5

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
OBJECTIVE A The students will discuss various reasons why individuals choose to use drugs the way they do.	ACTIVITY 1. Brainstorming Have the students brainstorm a list of reasons people give for misusing or abusing drugs. Have the students rank order their lists from the most serious reason to the least serious reason. Have the students brainstorm a list of reasons that people give for NOT misusing or abusing drugs. Have the students rank order these lists. Compare the two lists. Ask students to determine: - Which reasons are rational, and which are irrational? - Are drugs a temporary problem or a permanent solution to problems? - What are the costs of drug solutions to the individual? - Are there alternatives available for those people who abuse drugs?		Social Studies
	ACTIVITY 2. Case Study Have the students interview individuals they know who use alcohol, smoke cigarettes or misuse drugs. In the interview, have the students elicit reasons for substance use, as well as the substances used. Have the students write a brief case study focusing on the subject of the interview to share in class. Explain to the students that the identity of the subject of the case study should remain anonymous. Items to include: - age of subject - substance used - reasons for use (Cont'd on next page.)		Social Studies English

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 2. (cont'd) - how long used - feelings when not using substance - plans for future use regarding drugs - conclusions and opinions about subject's involvement with the substance.		
	ACTIVITY 3. Role-Play Have the students develop a role-play. Examples of Situations: - A conversation between a student who smokes marijuana and a parent who smokes cigarettes. - A conversation between a student arrested for riding in a car that contained marijuana in the glove compartment and the driver of the car whom the person did not know was a marijuana user.		Drama
TEACHER INFORMATION This activity can be more effective if students can write out song lyrics on dittomasters for duplication and distribution.	ACTIVITY 4. Music and Drug Use Have student volunteers bring in records or tapes of current songs which suggest drug use. Play the music in class. Have the class analyze the lyrics for messages concerning drug use and society's problems. Have the students discuss the influence this can have on some people.	Materials: Records or tapes (from students) Record or tape player Dittomasters (optional)	Music English
	ACTIVITY 5. Values Voting Ask students to express their opinions in the following manner: (Cont'd on next page.)		

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 5. (cont'd) a. If you strongly agree, raise your hand and shake it. b. If you mildly agree, raise your hand. c. If you mildly disagree, put your hand in your lap. d. If you strongly disagree, shake your hand at your side. e. If you want to pass, cross your arms over your chest. How many of you: - think taking drugs is the "in thing?" - feel free to talk with your parents? - believe you can control the person you will become? - think smoking should be allowed in school for students? - think smoking should be allowed in school for teachers? - feel uncomfortable at a party if marijuana is smoked? - want to go to a local hang-out on Saturday night? - would like to make a major change in your life? - wish your parents would listen to you more? Ask students how their reactions compared to the rest of the class, how they felt when their reactions were the same or different than most of the class, and what they learned.		
	SUPPLEMENTARY ACTIVITY FOR NATIVE AMERICANS:		
	ACTIVITY 6. The First Americans Teachers with Native American children in their classes may wish to use the videotape series The First Americans, tapes 8 and 9, "Alcohol and Drug Abuse - Parts I and II," to develop awareness of probable causes of substance abuse problems among American Indians.	Videotapes and Study Guide: The First Americans, tapes 8 and 9, "Alcohol and Drug Abuse - Parts I and II" (Bureau of Mass Communications)	Social Studies

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | SUBJECTS FOR COORDINATION

OBJECTIVE B

The students will explain a drug use progression from experimentation to abuse.

TEACHER INFORMATION

Experimentation suggests satisfaction of curiosity; searching and testing.

Recreation suggests fun and relaxation.

Experimentation and recreation constitute drug misuse, but not abuse (except in legal terms).

Abuse suggests mistreatment and/or repeated misuse, which may become habitual.

Refer to the Glossary for definitions of "misuse" and "abuse."

ACTIVITY 1.a. Brainstorming

Have the students brainstorm lists of examples to illustrate the words "experimentation," "recreation" and "abuse," as follows:

List One:	List Two:	List Three:
Experimentation	Recreation	Abuse

When the lists are completed, have the students compare the items they have listed under the three headings. Ask the students to explain the differences in the three lists.

Introduce the progression of experimentation - recreation - abuse in relation to the use of psychoactive drugs. Select a drug that many people use and describe its use under each word to illustrate an example of a drug progression.

Example for Marijuana:

Experimentation	Recreation	Abuse
Trying pot.	Smoking pot at a party.	Smoking pot to cope with school.

Discuss:

- When does recreation become abuse?
- How do we decide when an activity can be done safely as an experimentation or recreation?

(Cont'd on next page.)

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 1.b. Generalization of Progression Discuss with students the meanings of the terms "experimentation," "recreation" and "abuse" as they apply to the drug progression created above. Have students create examples of other progressions that may occur in daily life, through activities such as eating, watching TV, playing sports, betting and gambling. Students can select their own topics and illustrate them for display.		Art
TEACHER INFORMATION Inner city students may include factors introduced by "street laws."	ACTIVITY 2. Fish Bowl Using the fish bowl technique, have the students discuss how their drug use pattern might change if they were granted immunity from prosecution by authorities or if they could be assured of a long life.	Teacher Reference: Introductory Section, A Sampling of Teaching Methods, pp. xvii-xviii	Social Studies
OBJECTIVE C The students will explain how substance use influences an individual's performance.	ACTIVITY 1. Research Divide the class into committees to research the question of how substance use affects an individual's performance. Alcohol, amphetamines and psychedelics are among the substances which can be investigated. Have each committee select a different substance used by people to improve performance, research and report on the following: a. Name of the substance used; b. Brief history of man's use of the substance; c. Motivations for use today; d. The physical impact of the substance on the body; e. Evidence for increased performance in creativity, athletics, insights, etc.; f. Whether the substances really contribute to better performance and whether the improvement, if any, is worth the "cost."	References: See Materials List	English Physical Education

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 2. Guest Speaker and Discussion	Resource:	
	a. Invite a physician to speak to the class about the biological function of fatigue, the normal signs of fatigue, and the effects of stimulants on fatigue. Questions For Discussion: 1. What are the normal signs of fatigue? 2. What is the biological function of fatigue? 3. How do stimulants affect body fatigue? 4. Why are amphetamines used in sports? In work? 5. What are the gains, if any, from amphetamine use? 6. What are the costs, if any, from amphetamine use?	Physician	Physical Education Science
	b. Allow the students to speculate on the gains and costs of the use of amphetamines. Have the students vote (thumbs up, yes; thumbs down, no) on whether amphetamines should be used and whether they would choose to use them. Voting Questions: 1. Do you think amphetamines should be used to combat body fatigue? 2. Would you use an amphetamine to combat fatigue?		
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 3. Collage	Materials:	
	Have the students create a collage of various sports in which substance use could increase performance and/or alleviate pain.	Pictures of people engaged in sports Scissors Glue Drawing paper	Art Physical Education

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
TEACHER INFORMATION The school librarian can help you prepare a bibliography of biographies to post or distribute to students.	ACTIVITY 4. Biographies Have the students interview, or read biographies of, famous performers in sports, music, movies, etc. who used substances. Have the students report to the class by answering questions from the class as the person who used the substances would. (Examples: Joe Namath, John Lennon.) Have them decide how the substances affected performances and if the substance use was worth the cost to the individual.	Teacher Resource: School librarian	English Literature
	ACTIVITY 5. Editorial Writing Have students pretend they are editors of a sports magazine, or sports columnists in their local newspapers, interview local coaches, and write articles expressing their opinions regarding the use of drugs to improve performance in a particular sport. Articles should include reviews of factual information on which the opinions are based. Students might want to submit their editorials to the school paper.		English Physical Education
	ENRICHMENT ACTIVITY FOR THE GIFTED: ACTIVITY 6. Drugs in Sports Have students research the use of drugs in a particular sport where they feel drugs have been misused or abused and write letters to responsible officials expressing their concern.		English Physical Education

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION

OBJECTIVE D

The students will discuss why people continue to use substances although they are hazardous to their health.

ACTIVITY 1. Circletime: (Class Discussion)

Introduce the topic, "Medication for Feelings," and explain to the students that certain substances are used by individuals to alter certain feelings. Direct the discussion with the following questions:

1. What feelings might be uncomfortable for people to experience?
2. What substances are used to mask or alleviate these feelings?
3. Does the use of these substances provide a permanent solution? Why?
4. What are the "costs" of substance abuse (social, physical, economic, legal)?
5. Why do people return to substance abuse?
6. What might be alternative ways to manage these feelings?

Have students frame an "I learned..." statement to share with the group.

ACTIVITY 2. Brainstorming: (Small Group)

Divide the class into small groups. Have each group focus on a particular drug (e.g. heroin, marijuana, PCP, cocaine, etc.) and brainstorm two lists for that drug, as follows:

Benefits of Substance Use	Costs of Substance Use

Elicit from the students the understanding that benefits and costs differ among substances.

(Cont'd on next page.)

Social Studies

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | SUBJECTS FOR COORDINATION

ACTIVITY 2. (cont'd)

Elicit from the students the understanding that as long as the individual perceives the benefits of substance use to outweigh the costs of substance use, substance use will continue.

When the lists are completed, have the students compare the benefits to the costs for each drug.

TEACHER INFORMATION

This activity is a modified version of the smokers survey included in the Junior High Tobacco Education Curriculum.

ACTIVITY 3. Interviews

Social Studies

a. Brainstorm a list of habits that people have regarding substance use that may be hazardous to their health.

b. After the list is completed, explain to the students that they will use anonymous interviews to obtain information concerning:

- The reasons people give for continuing substance use although it may be dangerous to their health.
- The reasons people give for quitting substance use.

Have the students compile interview questions.

Example of Interviews:

Substance Users Interview

- What are your reasons for using the substance?
- Have you ever tried to stop using this substance? Why? How did you feel?
- Will you use this substance for the rest of your life? Why?
- What do you think the outcome of this decision will be?
- How do you think your decision will affect the health of others?

(Cont'd on next page.)

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO. — LEARNING ACTIVITIES — RESOURCES — SUBJECTS FOR COORDINATION

TEACHER INFORMATION

A Nonusers Interview could also be used. Questions could include:

- Why do you choose not to use substances?
- How do you feel about your decision?
- Do you think your decision may affect the health of others? How?
- How do you feel when others around you are misusing or abusing substances?
- How do you handle this?
- Do you think you may ever change your mind about substance use?

Class discussion questions could include:

- What were the most common reasons given for nonuse of substances?
- How did the replies of nonusers compare with the replies of users? Quitters?

ACTIVITY 3. (cont'd)

Quitters Interview

- What are the reasons that you used the substance?
- What were the reasons that you quit? Tell about the experience.
- How do you feel about your decision?
- Do you think you will ever return to using the substance?
- What benefits have you gained since you quit?

c. Have the students share their interviews and compile the results. Lead a discussion around the following questions.

Mathematics

- What were the most common reasons given for substance use?
- What were the most common reasons given for quitting substance use?
- How did the replies of the users differ from the replies of the quitters?
- Do you think it is easy to give up substance use? Why?
- Why do you think people continue to use certain substances although they may be hazardous to their health?

SUPPLEMENTARY ACTIVITY:

ACTIVITY 4. Film

Show and discuss film "Joy's Story," about a teenager who is addicted to "getting high." After treatment, Joy expresses fear that she will still want to use drugs. Her family talks about her changing behavior.

Film:
"Joy's Story"
(MTI Teleprograms)

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | SUBJECTS FOR COORDINATION

OBJECTIVE E

The students will explore constructive alternatives to substance use for changing feelings and meeting psychological needs.

ACTIVITY 1. Research and Interview

a. Write the following activities on the chalkboard:

Running
Talking
Backpacking
Biofeedback
Painting
Volunteerism
Chess
Yoga
Singing
Relaxation Techniques

Ask students if they can guess what you are thinking as you list these activities. Then explain they are examples of activities which are considered to be alternatives to drug use. Discuss why these activities are considered alternatives.

b. Have students select chosen alternatives and research the effects of the activity on the body and mind. Students can interview people who practice the activity as part of their research. After research, evaluate with the class each of the activities as an alternative to drug use.

Teacher Reference:

"The Alternatives Concept" (Bureau of Drug Education, State Education Department)

TEACHER INFORMATION

It is important to bring out that it is natural and healthy for people to experience a range of emotions, rather than to strive for happy or "high" feelings at all times. Emotions should be appropriate to events, without becoming controlling factors in people's lives.

ACTIVITY 2. Fish Bowl

Present the students with the topic, "Moods Change with Different People, Events, Places and Ideas." Using the fish bowl technique, have the students discuss when they have experienced mood changes with different people, events, places and ideas. Invite the students to speculate about how mood changes can be used as alternatives to substance use. Pose the following questions:

- "Can people alter their moods without the use of of drugs? How?
- Are there times when it may be good to have an unhappy or uncomfortable feeling? When? Why?

Teacher Reference:

Introductory Section, A Sampling of Teaching Methods, pp. xvii-xviii

GRADE 7,8,9 CONCEPT III

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION

TEACHER INFORMATION

The reference opposite offers a structured way to conduct this activity.

ACTIVITY 3. Listing

a. Make three columns on the board. Label the tives." In the first column, have students list substances used by people to change feelings or meet psychological needs. In the second column, have students provide a motivation for the use of each substance. Then ask students to volunteer ideas for alternative activities to list in the third column.

b. Have each student develop a personal list of activities they enjoy that could be considered alternatives to substance use. The list can be followed by another list of activities students would like to explore for the future.

SUPPLEMENTARY ACTIVITY:

ACTIVITY 4. Brainstorming

Divide the class in groups. Give each group a piece of paper with a reason why people abuse substances written on top. Have the students brainstorm alternative activities which alleviate the feelings.

Examples of Reasons:

Getting High
Relaxation
Curiosity
Boredom
Escape
Belonging

Teacher Reference:

"The Alternatives Concept" (Bureau of Drug Education, State Education Department)

Teacher Reference:

100 Ways to Enhance Self-Concept in the Classroom by Jack Canfield and Harold C. Wells, pp. 133-134.

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ENRICHMENT ACTIVITY FOR THE GIFTED:		
	ACTIVITY 5. Research and Report Write the following activities on the chalkboard: Jogging/Running Creative Hobbies Nature Study Political Campaign Work Yoga/Meditation Biofeedback Explain that these are examples of activities considered alternatives to drug use. Discuss with students why these activities are considered alternatives. Have the students research each activity in order to ascertain the effects of the activity on the body and the mind. After the research, evaluate with the class each of the activities as an alternative to substance use.	Teacher Reference: "The Alternatives Concept, (Bureau of Drug Education, State Education Department)	
OBJECTIVE F The students will explain why the decision to break a habit is a personal one.	ACTIVITY 1. Fish Bowl Using the fish bowl technique, have students discuss the following topic: "Things That I Have Done That Were Boring, Unpleasant and Unhealthy, Yet I Have Been Unable To Stop." Discussion should center on reasons why students did not act as they wanted and how they felt about themselves when they acted this way.	Teacher Reference: Introductory Section, A Sampling of Teaching Methods, pp. xvii-xviii	

CONCEPT: Motivations for drug use, misuse and abuse depend on past experiences and current needs.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION

ACTIVITY 2. Habit Time Line

Have students create a time line and indicate on the time line habits which they had at various ages (and may still have). Ask students to share how habits they no longer have were broken.

Allow the students to focus on one habit which they have now which makes them uncomfortable. Have the students write a plan for breaking the habit. Information from the previous activity can be used. Have students keep a diary, periodically sharing their progress in small groups. Within a two-week span, have the students report on their progress toward the habit.

CULMINATING CONCEPT EVALUATION ACTIVITY:

Open-Ended Statements

Present the following open-ended statements to the students. Have them complete the statements.

A new idea I learned was __________.
An activity I enjoyed was __________.
An alternative I will try is __________.
An activity I did not like was __________.
I would like to learn more about __________.

Record interest patterns to assist in future planning.

GRADE 7,8,9 CONCEPT IV

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
OBJECTIVE A The students will explain the importance of clear communication of feelings and thoughts between people.	ACTIVITY 1. Gossip Circle a. Prepare a "secret message" of one sentence conveying information about a (fictional) person you know. Explain to the class that you are all going to play a game to illustrate how messages carried from person to person can be changed, based on what the person thinks is being communicated. The teacher will whisper a bit of gossip to one student so no one else can hear, that student will whisper it to the next, and so on, until the last student then stands and announces out loud the message received. The teacher then reveals the message as it was originally given. Discuss how the message may have changed. Have students form an "I learned..." statement about the game. b. Discuss how this occurs in real life.		
TEACHER INFORMATION The worksheet, Think Fast, has ten sentences, each of which contains ambiguous words. Ambiguous words have many meanings. Each of the sentences on the worksheet has been controlled to provide limited clues to meaning. The meaning of the ambiguous words which the students use will be a result of their experiences and their assumptions based on these experiences.	ACTIVITY 2. Think Fast Explain to the students that they are to respond to a series of sentences with their first reactions. Distribute the worksheet, Think Fast, and have the students respond to each question on the worksheet by writing the first association that comes to mind. After a brief period of time, ask the students to share their responses. List their answers on the board and compare and contrast the responses. Elicit from the students the reasons for their varied responses. Explain that differences in responses occurred among the group because the sentences deliberately did not convey information in a clear and meaningful context. (Cont'd on next page.)	Materials: Worksheet, Think Fast, p. 57	English

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
TEACHER INFO. (cont'd) Possible meanings of these include: 1. drive = a golfball; baseball; car; truck; nail; etc. 2. lock = wrestling hold; door tumbler; gate in a dam; etc. 3. ring = around a tub, collar; jewelry; telephone signal; etc. 4. cut = from a team, cast of a play; stay out of class; wound; tailoring of clothes; etc. 5. play = cards; instruments; records; etc. 6. dusted = furniture; crops; fingerprints; etc. 7. branch = of a river; of a bank; of a tree; of an office; etc. 8. plate = home plate; license plate; electric plate; dinner plate; etc. 9. hands = on a clock; on the deck of a ship; on an artist; on people applauding; etc. 10. trunk = on a car; suitcase; on a body; on a tree; on an elephant; etc.	ACTIVITY 2. (cont'd) Draw a parallel between this exercise and situations which occur among people when feelings and thoughts are not communicated clearly. Have the students share experiences where this has happened. Allow the students to express an "I learned..." statement.		

Worksheet: Think Fast

Read the following sentences. Answer the questions by writing the first idea that comes into your mind.

1. The man drove as hard as he could but didn't reach his goal. What did he drive? ______________

2. The man struggled with the lock but couldn't break it. What lock did he try to break? ______________

3. She was very excited. The ring had disappeared. What ring had disappeared? ______________

4. She felt depressed the whole day. She was upset over the cut. What kind of cut was it? ______________

5. She was obsessed by it. She played it whenever she could. What did she play? ______________

6. In order to solve the problem, the area had been dusted. What was in the area? ______________

7. The earthquake had caused the branch to be destroyed. What branch had been destroyed? ______________

8. He manipulated the plate until it was in the correct position. What plate was manipulated? ______________

9. He was amazed at how quickly the hands moved. Where were the hands? ______________

10. The trunk was unusually large. What trunk was large? ______________

GRADE 7,8,9 CONCEPT IV

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 3. Methods of Communication a. Have students brainstorm and list on the board all the ways they can think of to communicate. Cross out anything on the list that has to do with talking. b. Ask student volunteers to try communicating something to the class without talking. c. Lead a class discussion about this experience, focusing on the following questions: - What methods were tried? - When the students tried to communicate with others, were they successful? - Were any messages misunderstood? - What other methods could be tried to communicate?		Drama Business Education
TEACHER INFORMATION The purpose of this activity is to increase the student's awareness of the people with whom s/he is comfortable sharing information. The activity should permit each student to make a private assessment of his/her patterns of openness.	ACTIVITY 4. Privacy Circles The worksheet, Privacy Circle, enables students to think about the people with whom they communicate. In each circle have the students write the names of the people with whom they share a relationship and open communication. Then, ask the students to think about answers to the question on the worksheet. Finally, have the students ask themselves, "Am I too open?" or "Am I too closed?"	Materials: Worksheet: Privacy Circle, p. 61	

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.

OBJECTIVE B

The students will practice communicating their feelings and needs.

TEACHER INFORMATION

The purpose of an "I-Message" is to convey information about feelings to another person in a way that allows the other person an opportunity to save face and present an explanation or another point of view. Using "I-Messages" effectively takes practice, but the effort may be worth the savings in spared feelings and averted conflicts. "I-Messages" also help the sender clarify his/her feelings to him/herself.

Note: If the role-play activity on page 42 was used in teaching Concept III, it could now be repeated, with participants demonstrating how the use of "I-Messages" could influence the outcome of the situations.

LEARNING ACTIVITIES

ACTIVITY 1. I-Messages

a. Explain to the students that "I-Messages" help the listener to know the feelings and thinking of the sender. An "I-Message" states the feelings of the sender and reveals the context in which those feelings occur. It follows a simple formula: "I feel ... when ... because ...."

   Present the following examples of "I-Messages" to the students:
   - "I feel anxious when there is a test because I am afraid I might fail!"
   - "I feel unhappy when I am chosen last for a team because I think I can't play as well as the other team members."
   - "I feel upset when I don't hear from you because I think something may have happened to you."

b. Have the students practice sending "I-Messages" for each of the following situations:

   - You decide to wear your blue blouse, and find your sister has it on. Form an "I-Message" to send her.
   - You told your friend a secret. Now you found out she told someone what you said. Form an "I-Message" to send her.
   - A friend said he would call you. You stayed home to wait for his call. He didn't call. You see him the next day. Form an "I-Message" to send him.

RESOURCES

Teacher Reference:

Teacher Effectiveness Training
by Thomas Gordon

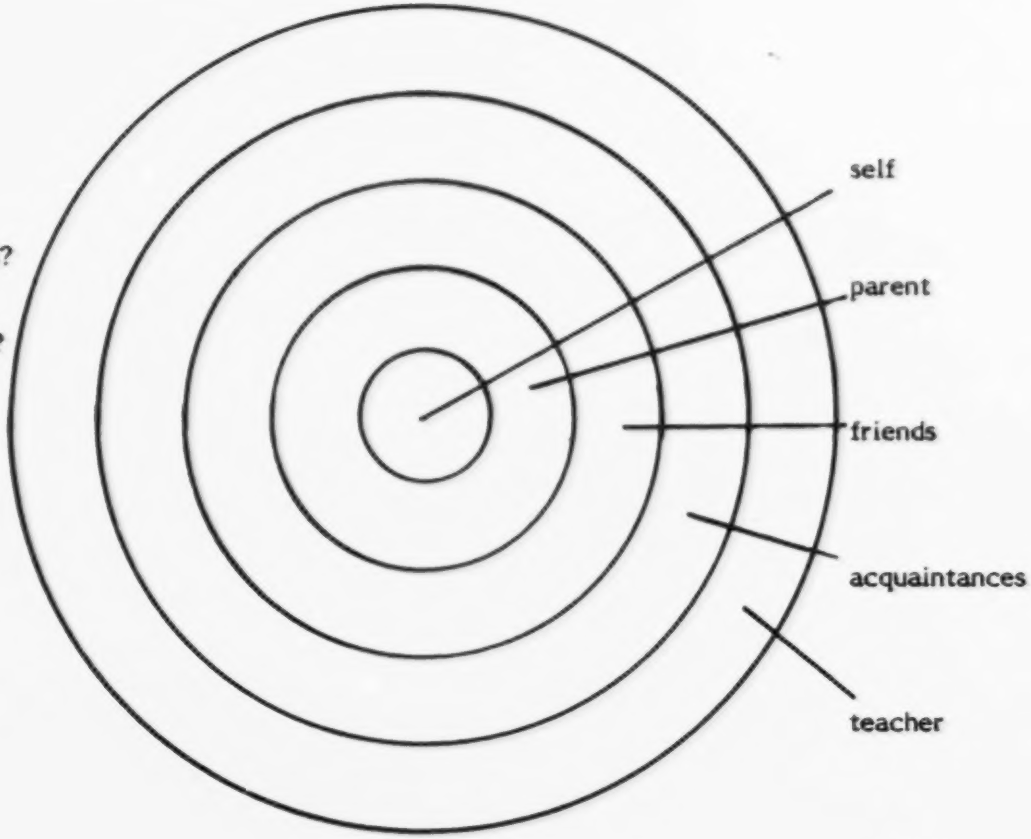
SUBJECTS FOR COORDINATION

WORKSHEET: PRIVACY CIRCLE

In each circle, write the names of the individuals with whom you share a relationship and open communication. Privacy circles can include names of individuals in each circle.

Think of answers to the following questions:

1. Whom would you tell that you smoke marijuana?
2. Whom would you tell about an embarrassing moment?
3. Whom would you tell you found $10?
4. Whom would you tell what you don't like about a friend?
5. Whom would you tell you drink alcohol?
6. Whom would you tell you cut a class?
7. Whom would you tell you're depressed and why?
8. Whom would you tell you are afraid?
9. Whom would you tell you are proud of something you've done?
10. Are you too open?
    Are you too closed?



CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION

ACTIVITY 2. Sending Messages

Present the following sentences on the chalkboard:

- You make me feel sick when you blow smoke in my face.
- You're not fair! Stop hogging the ball!
- Don't go through my stuff! Stay out of my things!
- You're a liar! You said you didn't go to the movies.
- You're always picking on me. How come you notice me first?

Have the students read the sentences and ask if any of them have ever said anything like that. Explain that these sentences are "You-Language." They accuse, command, order, judge and criticize. "You-Language" forces the other person to defend a position and generally leads to an argument.

Explain the concept of "I-Language" (see Activity 1) and describe how owning the feeling and taking responsibility for the feeling does not force the other person into a defense position. Present the pattern for sending "I-Messages" - "I feel ... when ... because ...." Have the students change the above sentences to "I-Language," avoiding the use of the accusing "You" in the sentence.

Examples:

- I feel sick when smoke is blown in my face.
- I feel ignored and angry when the ball is not shared.
- I feel angry when my privacy is invaded.

GRADE 7,8,9 CONCEPT IV

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | SUBJECTS FOR COORDINATION

OBJECTIVE C

The students will practice listening and receiving feelings and messages from others.

ACTIVITY 1. Body Language Feedback

a. Divide the class into triads (groups of three). Proceed as follows:

One student speaks about a topic assigned to the group. The second student listens and supports the speaker, through eye contact, facial expression, attentiveness and minimal verbal supports (mm-hmm). The third student is an observer and evaluates the dialogue in terms of speaker and listener behaviors. Have the students switch roles, and repeat the activity until everyone has had a chance at being a speaker, a listener and an observer.

Examples of Topics:

- My Favorite Pastime
- The Best Day I Can Remember

b. In order to establish the importance of feedback, repeat the exercise with different directions. This time, while the student is speaking, the listener does not maintain eye contact, squirms and gives no minimal support. Have the students switch roles and repeat this activity until everyone has had a chance at being a speaker, a listener and an observer.

c. Have the students compare their feelings in the first session to their feelings in the second session. Elicit from the students generalizations about good listening habits.

GRADE 7,8,9 CONCEPT IV

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
TEACHER INFORMATION	ACTIVITY 2. Paraphrasing		English

TEACHER INFORMATION

Paraphrasing is saying back to the speaker what you think s/he has said, in your own words. It is used to verify that you have understood what the speaker is saying. It is a way of saying to the speaker, "What you are saying is important, I am listening and I'm trying to understand." Paraphrasing prevents misinterpretation of messages, facilitates conversation and supports the speaker.

ACTIVITY 2. Paraphrasing

Explain to students the meaning of the term "paraphrasing" and its purpose in conversation. Provide examples as illustrations.

Examples:

a. Speaker: "I'm really worried. After track practice I'm so tired I can't get my homework done."
   Listener: "You're worried about not completing your homework."

b. Speaker: "I flunked my math test. I have to have my parent sign this paper. I'm scared. I know I won't be allowed to go to the party Saturday night."
   Listener: "You're scared that you won't be allowed out Saturday night because you got a bad math grade."

Have the students practice paraphrasing. In a shoebox or bag, drop a series of cards with speaker statements. Have the students choose a card, read it out loud and frame a paraphrase statement.

Examples of Speaker Statements:

a. "I don't like the way these club meetings are going. I've got better ways to spend my time."
b. "I'm scared. My sister found pot in my top drawer and I think she may tell my parents."

(Cont'd on next page.)

GRADE 7,8,9 CONCEPT IV

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | SUBJECTS FOR COORDINATION

ACTIVITY 2. (cont'd)

c. "I'm really lonely at this school. At the other school I had friends. No one seems to like me here."
d. "I'm scared to go home today. Yesterday, some kids shoved me around. I'm afraid they'll be waiting for me today."
e. "I'm so excited about the dance Saturday night. That new guy will be there."
f. "I'm really disappointed. I didn't make the baseball team. My throwing arm is very weak."

SUPPLEMENTARY ACTIVITY:

ACTIVITY 3. Communications in Families

Have students read books or view a videotape about problems families can have when family members lack clear communication skills and discuss how these problems could have been prevented.

Book:

What's the Matter with the Dobsons? by Hila Colman

Videotape:

"Two Sons," from the Self, Incorporated Series (Bureau of Mass Communications)

OBJECTIVE D

The students will discuss the dynamics underlying peer pressure and drug use.

ACTIVITY 1. Dilemma: Make Up Your Mind

a. Read a brief story to the class which has four alternative endings.

Example:

Chris was in the boy's lavatory when Ryan walked in. Ryan pulled out of his pocket four joints wrapped in tissue. "Want to buy a joint?" Ryan asked. Chris looked frightened. Chris said, "Look, Ryan, I don't

(Cont'd on next page.)

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION

ACTIVITY 1. (cont'd)

want any part of this. I'm going to tell someone about you." Ryan smiled and said, "I'm only kidding. There's nothing in this paper but tobacco." He stuffed the joints back into his pants. Chris walked out of the bathroom. He considered these alternatives.

1. I could forget the whole thing.
2. I could tell my parents and see what they think I should do.
3. I could tell the counselor (or teacher).
4. I could talk to Ryan and try to convince him to stop before he gets into trouble.

List the choices on the board. Label each corner of the room with a number representing one of the choices. Ask the students to go to the corner of the room that represents the alternative they would choose. Students should be prepared to discuss their choices.

Have students return to their seats and ask them how they felt when they had to choose a corner of the room. Did they look around for their friends? If they were the only one in the corner, how would they feel? Would they change their minds?

b. Have the students write a composition about when they were pressured by a group into changing their minds and how they felt. Student volunteers can share their stories with the class.

English

GRADE 7,8,9 CONCEPT IV

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION

ACTIVITY 2. Dilemma: What Would I Do?

In each of the four corners of the room hang one of the following signs:

Give In	Leave
Try to Change Opinions	Stay with the Group, But Keep My Opinion

Read the students a brief story. Have students make a choice at the end of the story and walk to one of the four corners of the room. Then have students discuss their choices. Wherever possible, ask the students to relate the situations to their own lives.

Example of Story:

> Carlos played ball Friday afternoon in the school yard with six other guys. The game ended when it became dark. One of the players, Max, decided to break the windows of the science room because he doesn't like the teacher. Some of the other guys think it's a good idea, and everyone but Carlos picks up something to throw. One of the guys says to Carlos, "You don't like the teacher either. You're just chicken." If you were Carlos, what would you do?

When the students have returned to their seats, ask them how they felt when they had to choose a corner of the room. Did they look around for their friends? If they were the only one in the corner, would they change their minds? How would they feel?

GRADE 7,8,9 CONCEPT IV

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	ACTIVITY 3. Survey	Materials:	
	a. To help students recognize peer pressure, have them complete the worksheet, I'm Part of the Group, which explores the practices they have adopted in order to be like their peers. Have the students share their ideas.	Worksheet: I'm Part of the Group, p. 71	
	b. In order to help the students recognize family influences, have them complete the worksheet, I'm Part of A Family, which explores the practices they have adopted as a result of being part of their family. Invite the students to share their ideas.	Worksheet: I'm Part of a Family, p. 73	
	c. Ask the students to compare their ideas from the two worksheets. Ask the students to identify the pressure on them to conform. Which group exerts the strongest influences? Where do conflicts arise? What conclusions can be drawn from the worksheets? Have the students share "I learned ..." statements.		
TEACHER INFORMATION	ACTIVITY 4. Role-Play		
Activities for developing assertiveness skills are included in grade 5 and in senior high.	Have students take turns role-playing situations where peers are pressuring their friends to try various drugs. The nonusing friends should improvise assertive replies that allow them to save face with their peers without giving in. Have the class react to the replies. Discussion Questions? - Were the situations presented realistically? - Did the nonuser reply assertively? - Was everyone comfortable with the reply? - What consequences need to be considered in these situations? - What consequences might there be if the nonuser was afraid to resist the pressure of peers?		

CONCEPT: Communication is influenced by our emotions, and by skills in sending and receiving messages.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	SUBJECTS FOR COORDINATION
	SUPPLEMENTARY ACTIVITY:		
	ACTIVITY 5. Film/Videotape Show a film about peer pressure and drug use and have students discuss how they would handle the situations presented.	Film: "It's My Hobby" (Association Films) Videotape: "Trying Times," from the Self, Incorporated Series (Bureau of Mass Communications)	
	CULMINATING CONCEPT EVALUATION ACTIVITY:		
	Communication Distribute the communication evaluation for students to complete. Provide time for discussion of their responses. Plan additional learning experiences for those students who require further direction and support. Record response and interest patterns to assist in future planning.	Materials Evaluation: Communication, p. 75	

Worksheet: I'm Part Of The Group

List examples of practices which you have adopted from others in your group.

Dress ______________________________

Hair style ______________________________

Languages ______________________________

Classes ______________________________

Music ______________________________

Activities ______________________________

Habits ______________________________

Values ______________________________

Other ______________________________

Worksheet: I'm Part Of A Family

List examples of practices which you have adopted from your family.

Dress ________________________________

Hair style ________________________________

Languages ________________________________

Subjects in school ________________________________

Music ________________________________

Activities ________________________________

Habits ________________________________

Values ________________________________

Other ________________________________

Evaluation: Communication

Use I-Messages to answer the following situations.

1. You don't want to go to a party because you know the kids who will be there are heavy drinkers. You friends are insisting you go. What would you say?
2. You find your mother reading your mail. You feel you are old enough to expect some privacy. What would you say?
3. The family is watching television and the volume is very loud. You can't concentrate on your work. What would you say?
4. You visit a friend, and the family insists that you have a piece of chocolate cake. You have an allergy to chocolate. They continue to insist that you taste the cake. What would you say?
5. You are playing kickball and just missed a goal shot. The team starts to tease you and say that you are a rotten player. You start to feel badly about missing the point. What would you say?
6. You are assigned to do a project with another student. The student has not completed the report. You have finished you work but you can not hand in the assignment until it is complete. You are angry that your partner has not done the work. What would you say?

Write your answers on a sheet of paper and share them with the class.

GLOSSARY

AMPHETAMINE: A group of artificially-produced stimulant drugs which mimic the action of the sympathetic nervous system, producing stress-like reactions. Amphetamines are used medically in diet pills.

BARBITURATE: A group of artifically-produced sedative drugs which inhibit the signals produced by the central nervous system. Barbiturates are used medically to reduce anxiety and pain and to treat insomnia.

CANNABIS: The generic name for marijuana. It is used broadly to refer to the marijuana plant, cannabis sativa, and its products.

DEPRESSANT: A drug that temporarily decreases the activity of some vital process or organ. Barbiturates, tranquilizers, sedatives, narcotics and alcohol are examples of depressant drug types.

DILEMMA: A situation in which a difficult decision must be made between two or more choices involving uncomfortable consequences. A moral dilemma is a situation involving one or more moral conflicts.

DRUG ABUSE: Legal and medical definitions of "drug abuse" differ, and may be contradictory. A legal definition might be: the illegal self-administration of substances. Under this definition, an adult alcoholic could not be considered a drug abuser. Some other definitions: 1) the repeated use of a substance for a purpose that it cannot pharmacologically fulfill (medical); 2) a behavior pattern characterized by the repeated use of substances to fulfill an emotional or mental need (psychological); and 3) repeated use of substances in ways that cause harm to self or others (sociological).

DRUG DEPENDENCE: A condition which requires continuous use of a substance to maintain normal functioning. Two types of dependence are usually recognized: psychological and physical. It is now generally agreed that physical dependence involves psychological dependence; however, psychological dependence does not necessarily involve physical dependence. Drug dependency is characterized by a behavior pattern in which there is a compulsive and increasing involvement with the use of a drug and the securing of its supply.

DRUG MISUSE: The improper use of a drug. Drug misuse refers to the use of a drug for any unauthorized or nonmedical purpose. It may refer to taking a medication in any way that does not concur with directions for use or for any purpose which it cannot pharmacologically fulfill.

DRUG TOLERANCE: A condition of the body produced by physical adjustment to the effects of a drug. As adjustment is made, a larger dose may be required to achieve an effect. Thus body tolerance may lead an individual to become involved in a spiraling habit of increased use, increased dependence and increased tolerance.

FORCED CHOICE:A decision which must be made between two equally attractive or unattractive alternatives.

HABIT: A pattern of behavior formed and repeated by an individual to meet a need.

HALLUCINOGEN: A substance that alters perceptions of reality by producing hallucinations (causing a person to see, hear or feel things that are not real). Substances classified as hallucinogens produce these effects characteristically. Other drugs may produce hallucinogens as side effects when used by some people or in particular circumstances.

HOMEOSTASIS: The condition of normal functioning of the body, characterized as a balanced state. The hypothalamus of the brain functions to maintain homeostasis.

I-LANGUAGE: A form of self-expression which provides others with information about personal needs and feelings.

I LEARNED... STATEMENT: An evaluation method that provides a student with an opportunity for clarifying and summarizing orally or in a written statement something learned in the course of completing an activity. Example: "I learned that I can change my feelings about something by giving myself positive messages instead of negative messages."

I-MESSAGE: A statement worded to let someone know how you feel in a certain situation and why without blaming another for the situation or your feelings. An I-Message usually follows the form: "I feel... when... because...."

INHALANT: A substance which is breathed in, or inhaled, as the primary method of self-administration. Solvents, aerosols and anesthetics are classified as inhalants.

NARCOTIC: A substance which produces lethargy and sleep and reduces pain. Drugs made from opium, or opiates, are narcotics. Narcotics may be categorized as depressants; they are used medically as analgesics.

NEED: Something required in order to live, grow, mature or thrive. Maslow identified a hierarchy of categorized needs: 1) physical needs, 2) safety needs, 3) love needs, 4) self-esteem needs and 5) self-actualization needs. Examples of physical needs include food, shelter, warmth and a healthy body. Examples of psychological needs include safety, security, love, self-sufficiency, self-control and a sense of purpose in life.

NEUROHORMONAL TRANSMITTERS: Chemicals emitted by neurons which cause electrical charges to be transmitted across the synapse (space) between nerve cells. Neurohormonal transmitters thus control the message given to, and received by, all the cells and systems of the body. Neurohormonal transmitters include acetylcholine, norepinephrine, serotonin and dopamine, among probably many other substances. The term neurohormonal transmitter is sometimes abbreviated to neurotransmitter.

PSYCHOACTIVE: Producing an effect on the emotions or the mind. Synonym: psychotropic.

REBOUND: A reaction of the body to the administration of a drug, which occurs after the effects of the drug have worn off. The body reacts to produce an opposite effect equal to or greater than the effect of the drug. A person who takes a stimulant drug, for example, may show symptoms of depression after use of the drug is discontinued.

SIDE EFFECTS: Any effects produced by a drug or medication other than those for which the drug is intended. Most, if not all, drugs produce side effects, and they differ considerably in intensity and in type with the individual and the situation.

STIMULANT: A substance which temporarily increases the activity of the central nervous system. Caffeine, cocaine, nicotine and amphetamines are stimulant drugs.

STRESS: The nonspecific response of the body to any demand made upon it. Eustress is a positive response to the demand which promotes growth and change; distress is a negative response, which causes discomfort and fatigue, illness and/or damage to the body.

TENSION LEVEL: The degree of pressure, activity or stress within the mind and body.

TRANQUILIZER: A depressant drug used to reduce anxiety and tension that reduces the emotional response of the body. Tranquilizers are commonly prescribed, and will potentiate other depressant drugs. Examples of tranquilizers include Librium and Valium.

WITHDRAWAL: A characteristic set of symptoms which occur after the development of drug dependence, when regular use of the drug is interrupted. Also called abstinence syndrome. Delirium tremens is a set of symptoms characteristic of alcohol withdrawal.

EVALUATION FORM*

1. Activities My Students Liked Best (Title and Page No.):

2. Activities My Students Found Uncomfortable:

3. Activities I Thought Were Best:

4. Activities I Would Not Use (Why?):

5. Information That Was Most Helpful:

6. Sections I Did Not Use:

7. Errors That Should Be Corrected (Page No?):

8. Things That Should Be Added:

9. How Does This Curriculum Compare With Others You Have Used? (Circle One)

   Best   Better Than Most   About Average   Below Average   Worst

10. Other Comments:

*When you have completed your Drug Education Unit, please fill in this form, fold, tape or staple, and mail to the Bureau of Drug Education. We look forward to receiving your input.

New York State Education Department
Bureau of Health and Drug Education and Services
Albany, New York 12234

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